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**THE KENTUCKY MODEL
FOR
INTERAGENCY INDIVIDUAL
TRANSITION PLANNING
FOR
STUDENTS WITH DISABILITIES**

Developed by the Kentucky Executive Transition Task Force

KENTUCKY INTERAGENCY INDIVIDUAL TRANSITION PLANNING GUIDE

Directions Manual

Successful transition from school to community life is the ultimate goal for all students. To meet this goal, human service providers are challenged to give quality direct services to enable persons with disabilities to become self-sufficient and active in community life.

Attending college to pursue a degree, sharing an apartment with a friend, obtaining a job, and participating in community events are options that many students take for granted. For individuals with disabilities, community integration and participation often does not occur without systematic planning and intervention.

Successful transition to post-school environments will most likely occur when planning efforts have preceded the transition. This belief is supported by the Individuals with Disabilities Education Act (IDEA:PL 101-476), which requires that "IEPs include a statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and when determined appropriate for the individual beginning at age 14 or younger)." It is also supported by The

Kentucky Legal Obligations and Standards (Legal Obligation 7.9.3.), which require the admissions and release committee (ARC) to initiate transition planning by age 16.

The IITP is a six-page planning document designed to facilitate discussion of long-range goals and to promote coordination of school and post-school individual transition services. The format of the IITP can also be useful for school and community needs assessment and statewide systems analysis.

The Interagency Individual Transition Plan (IITP) is a longitudinal planning document that is separate from, but related to the IEP. IITP Planning should be viewed as an assessment and interagency planning process. Its purpose is to assist the admissions and release committee (ARC) in determining desired post-school student outcomes as well as services needed to attain and maintain these outcomes. The IITP is developed by appropriate school staff, parents, representatives of adult and human service agencies, and the student as

designated by the ARC. The agencies responsible for providing the services and/or support to the student will be listed on the IITP in the Action Plan. Activities conducted by an agency in order to provide a particular service should be outlined in the Action Plan as well. Timelines should also be established for completion of agency responsibilities.

Interagency Individual transition planning provides the admissions and release committee transition information needed for the development of a statement of transition services as a part of the individual education program. Since some transition goals and objectives from the IITP are then to be implemented by school staff, those are incorporated into the IEP.

A partnership approach to individual transition planning is not only desired but required to provide quality transition services. The school, parents, and adult service agencies must work collaboratively to facilitate an effective transition for all students.

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PREFACE

The material provided in this document was developed by the Kentucky Executive Transition Task Force. This group (See Appendix F for full Task Force Membership) consists of the state government agencies listed below.

On April 2, 1990, the Kentucky Interagency Agreement on Transition Services was finalized and signed by representatives of the state government agencies serving on the Task Force. This Interagency Agreement contains goals and objectives designed to improve state level coordination of transition planning and services. One of the objectives of the Interagency Agreement specifically addresses creation of a systematic process for interagency transition planning for all students with disabilities prior to exiting school. This has led to the development of this document. It is to be used by local agencies that will have the responsibility for collaborating to achieve positive outcomes for individual students in their transition from school to community settings.

Kentucky Department of Education:

Office of Learning Program Development

Division of Special Learning Needs

Division of Curriculum Development

Office of Special Instructional Programs

Division of Secondary Vocational Education

Division of Exceptional Children Services

Kentucky Commission on the Deaf and Hearing Impaired

Workforce Development Cabinet:

Department of Vocational Rehabilitation

Department for Adult and Technical Education

Department for the Blind

Cabinet for Human Resources:

Department for Mental Health and Mental Retardation Services

Division of Mental Retardation

Division of Mental Health

Department of Employment Services

Division for Training & Employment

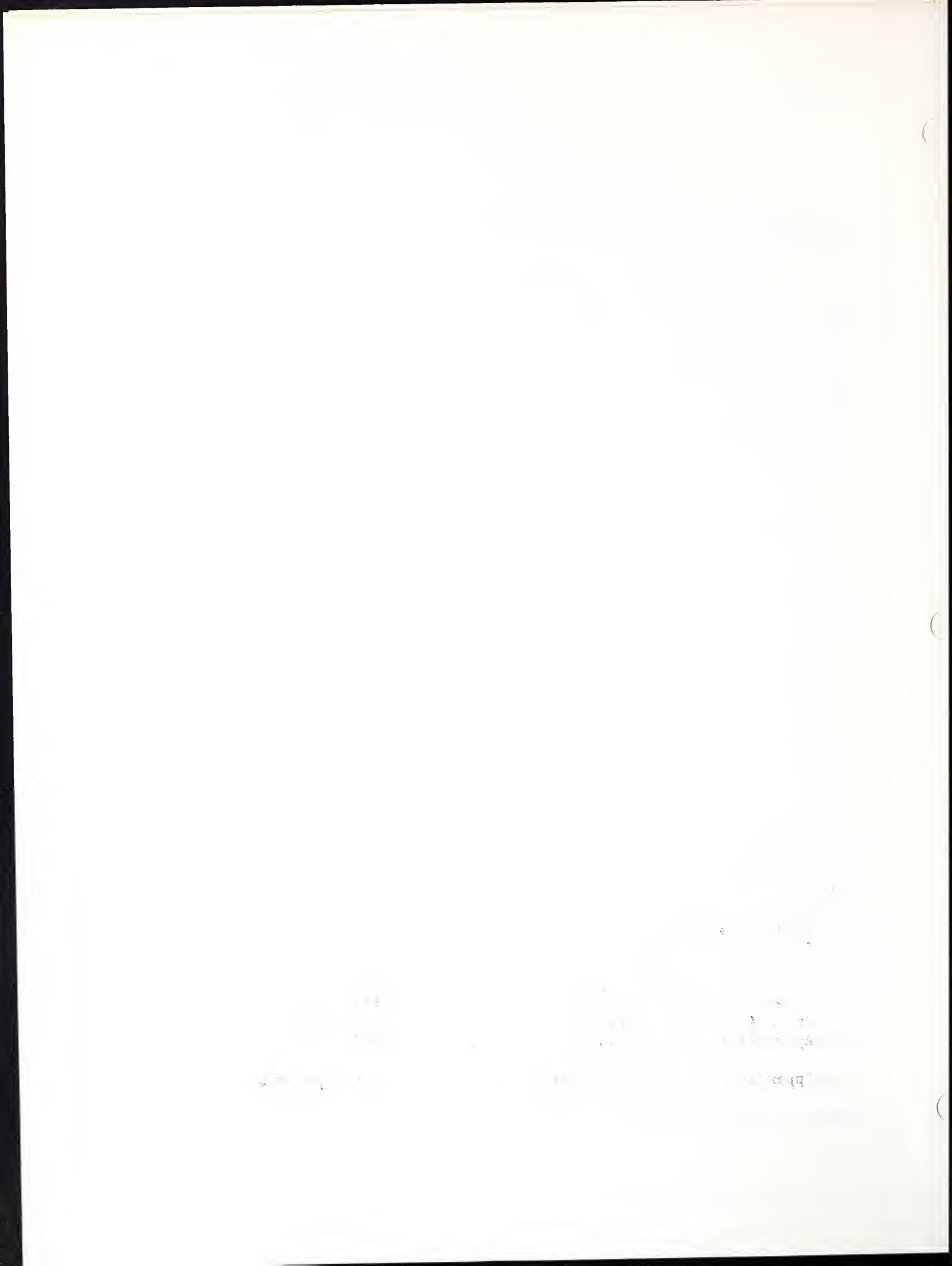
Kentucky Developmental Disabilities Planning Council

Department for Social Services

Kentucky Statewide Systems Change Project - University of Kentucky

Statewide Transition and Facilitation Project - University of Kentucky

Council on Higher Education



THE KENTUCKY MODEL FOR INTERAGENCY INDIVIDUAL TRANSITION PLANNING FOR STUDENTS WITH DISABILITIES

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TRANSITION

I. Introduction

All students participate in school services with an expectation of being prepared to function at some level of independence as a result of their school experience. Transition of students from school to community life has been the focus of both national and state levels initiatives. As an integral part of the Kentucky Education Reform Act of 1990 (KERA), transition is considered a critical outcome for all students, including those with disabilities. Section 3 of KERA states: "Schools shall be measured on the proportion of students who make a successful transition to work, post-secondary education and the military." Although this is no different for students with disabilities, differences do exist as far as what needs to occur before and after graduation if students with disabilities are to have the same degree of integration into adult life activities as their non-disabled peers.

Most persons without disabilities can take what was learned in school and use this information to attain desired employment, an individual residence, and to access community resources. For many persons with disabilities this transition into adulthood requires interagency planning. This helps insure that services provided both prior to and after graduation are adequate and appropriate to facilitate successful community integration.

National data regarding transition outcomes for persons with disabilities indicate that human services have not adequately prepared persons with disabilities for moving from the educational system to adult environments in a manner in which they can maximize their potential. A recent study showed that over 50% of youth with disabilities are unemployed one year after exiting school (SRI International, March 1989). This research also showed that for persons with severe mental handicaps unemployment figures approach 70%. While specific vocational outcome data is not yet available for Kentucky youth with disabilities, there is data that shows that approximately one-third of these students drop out prior to graduation. This often diminishes chances for fulfilling their potential as adults and demonstrates the need for the education system to provide curricula that fosters school retention.

There is little doubt that the seriousness of this matter is the reason that the new federal Individuals with Disabilities Education Act (IDEA: PL 101-476) adds a new definition of transition services and requires that a statement of transition services be developed for students with disabilities as part of the Individual Education Program (October 1990).

Transition planning presents no new guarantees of individual success after leaving school. Attention though is focused on the variables in school and adult life that are most likely to at least maximize if not equalize post-school choices and options available to youth with disabilities as compared to their nonhandicapped peers.

A. Purpose

The purpose of this document is twofold. First, early and ongoing local planning and coordination of services will enhance the likelihood of positive post-school outcomes being attained and maintained for students with disabilities. This entails having a comprehensive process for the provision of transition planning. The materials and directions given in this document provide the structure and sequence for systematic transition planning by schools, community agencies, and parents. While the new federal statute requires a statement of transition services to be developed for students with disabilities as part of the Individual Education Program, the process given here for accomplishing this is only for local consideration. It may be adapted as needed or another process devised locally that better suits district and/or student needs.

Secondly, there is a means for evaluating and improving the appropriateness and adequacy of the transition planning process and service delivery. A mechanism is to be created for determining how successful the state, regional, and local service systems are in setting the stage for transition to vocational, residential, and community settings. This will also reveal the characteristics of human service systems (including education) that contribute to or hinder meeting the goals of youth preparedness. Systemic changes can then foster achievement of a quality of life that is based on individual preferences and initiative rather than being predetermined by a disability label.

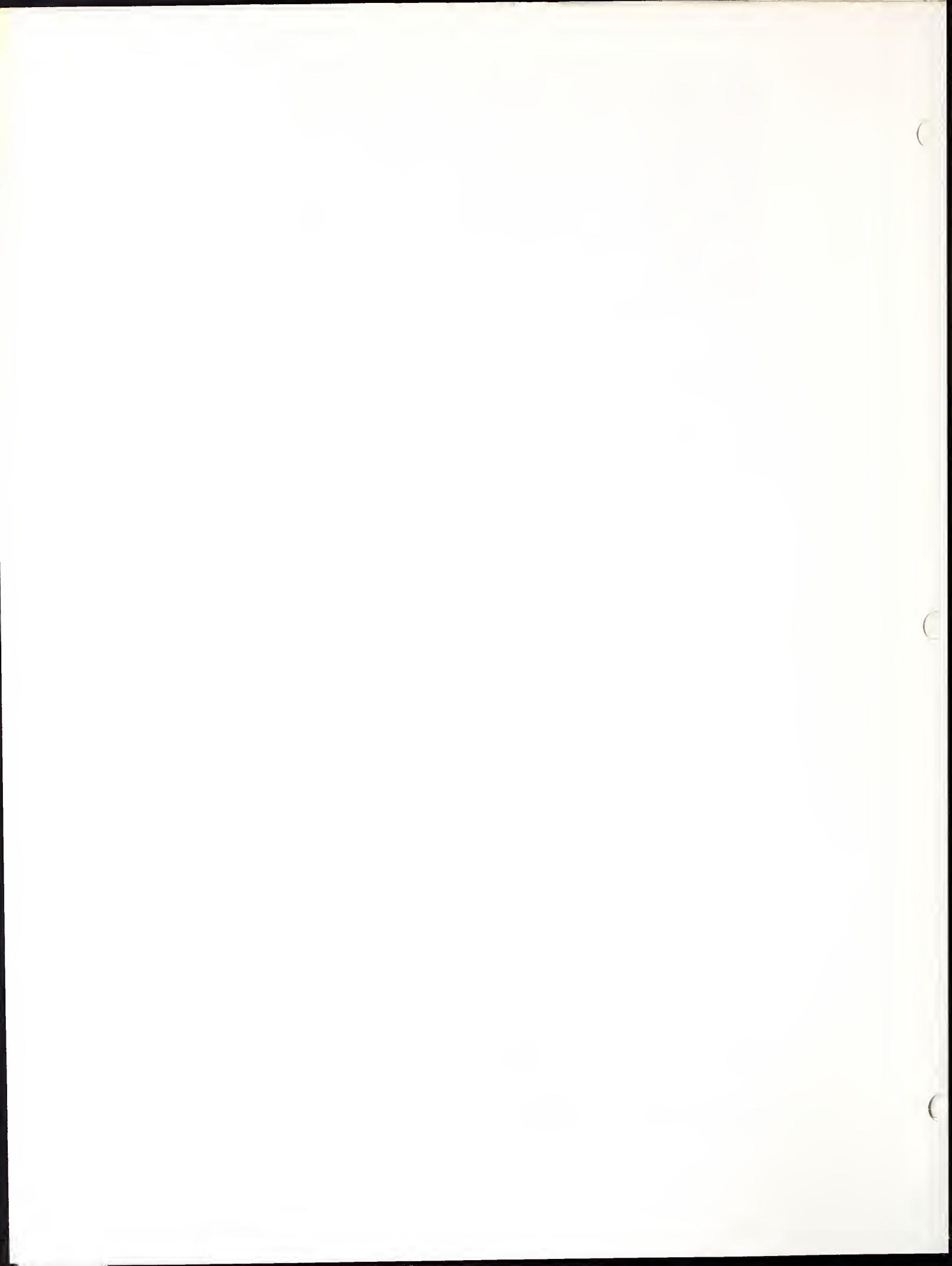
It is strongly recommended that transition planning should reflect a high level of consumer (students and parents) participation. Planning should not be limited by what communities or service systems currently offer, but rather be driven by what the individual and or their parents envision (see Section II, Item G, for Parent/Guardian Transition Survey). It is better to shoot for the sky and only reach the horizon, than to never leave the restrictive confines of the "status quo" and predictive expectations.

In order to facilitate interagency cooperation and planning at the district level, it is recommended there be a Community Transition Planning Team (CTPT). This group does not necessarily deal with individual issues but rather addresses barriers and strategies that provide the necessary administrative support for successful development of the Interagency Individual Transition Plan at the local school level (see Section V regarding functions and activities of the Community Transition Planning Teams).

B. Definition of Transition

Transition is defined as the successful coordination of school and community services to effectively promote the movement from school to a quality adult life that includes participation in employment, community integration and independent living.

C. Rationale for Interagency Individual Transition Planning



At the federal, state, and local levels there has been growing consensus regarding the need for transition planning to occur if secondary students with disabilities are to have improved post-school outcomes. This is articulated in the Education of the Handicapped Act amendments of 1990 (PL 101-476). The amended statute, which is now called the Individuals with Disabilities Education Act (IDEA), specifies that each Individual Education Program (IEP) now include the following:

A statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and, when determined appropriate for the individual, beginning at age 14 or younger), including when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting.

In addition, PL 101-476 (IDEA) provides the following definition of Transition Services:

A coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation.

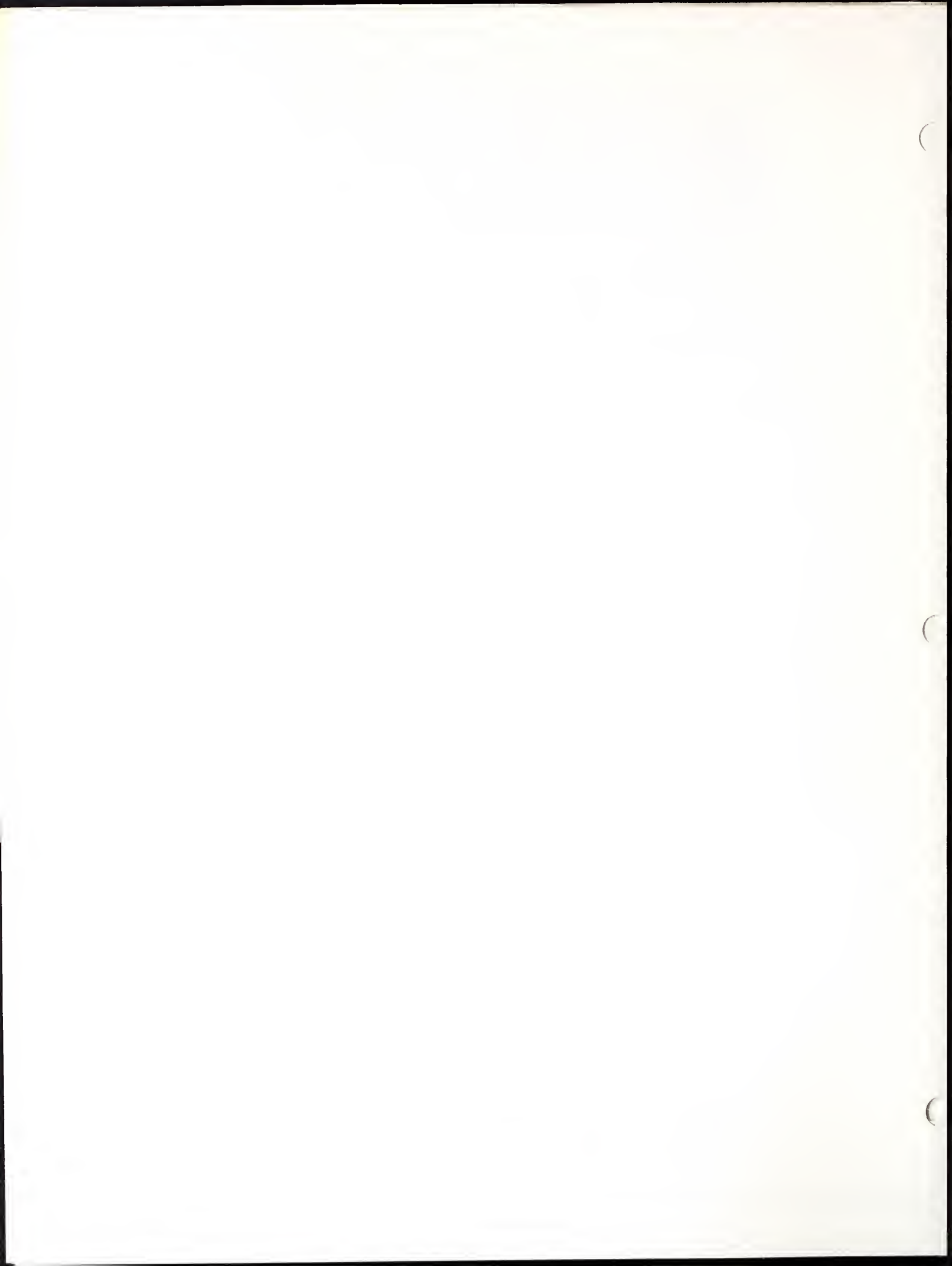
On September 17, 1990, all local school districts in the Commonwealth were provided the Manual of Local Educational Agency Requirements Related to Exceptional Children: Legal Obligations, Standards, and Required Evidence. In Legal Obligation 7.9.3, it is required that...

(1) A systematic process for transition between in-school programs, school, out-of-school programs and post-secondary environments has been implemented.

In the Standards for Legal Obligation 7.9.3, Sections 2 and 3, the provision of transition planning is addressed Whereas...

(2) The ARC addresses instructional transition in the IEP of each child or youth who is in that process. For a youth entering a secondary program, the IEP is consistent with that student's multi-year course of study as described in Standards for 8.4.6.

(3) No later than when each youth reaches age 16, the ARC implements a plan for the youth's programmatic transition to a post-secondary/vocational option consistent with his or her multi-year course of study as described in Standards for



8.4.6. The ARC annually reviews and revises, as needed, this transition plan.

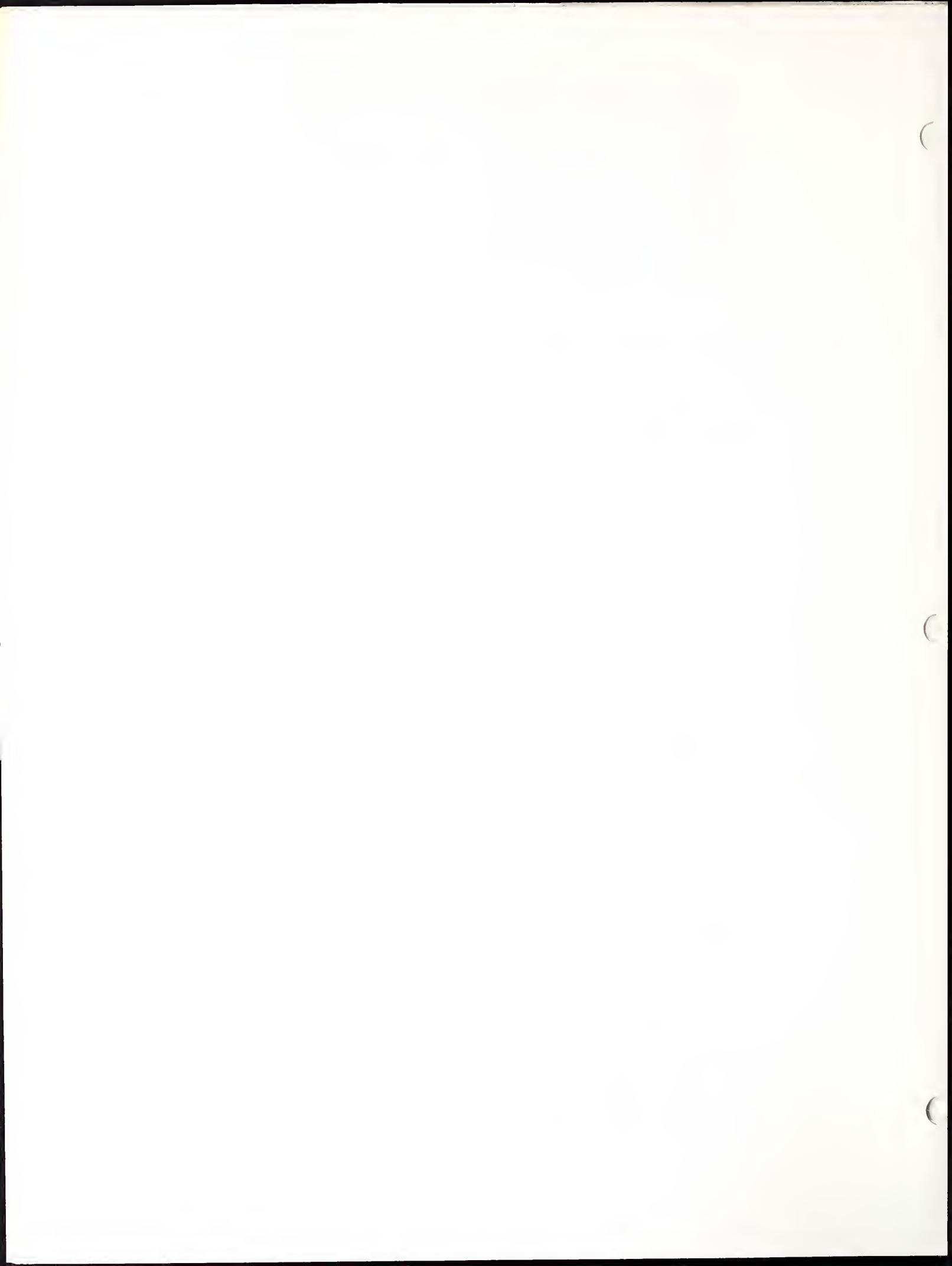
While these federal and state requirements set forth certain mandates in terms of transition planning, there have been numerous local school districts in Kentucky and elsewhere that have already incorporated such activities into their ARC process for secondary students. It was reported, for instance, that as of the 1989-90 school year twenty-two school districts in Kentucky utilized community transition planning teams to address both student and system level transition concerns.

II. Process for Interagency Individual Transition Planning

A. What is an Interagency Individual Transition Plan?

The Interagency Individual Transition Plan (IITP) is a planning tool that identifies the most desirable post-school outcomes for each student with disabilities as well as the steps to be taken to attain these outcomes. Although separate from the Individual Education Program (IEP), the IITP has implications for and will impact the goals and objectives of each student's IEP. The IITP addresses service design and delivery before and after the student exits school. It starts with the question of what parents, the student, school and adult service providers would like to see happen in the daily life of an individual once they leave the school system. For the great majority of persons with disabilities this means living, working, and recreating in their community of choice. The path to attaining this for each individual requires an examination of the characteristics of services provided during school years. It also entails determining interagency linkages or human service support systems that need to be in place prior to and following graduation. As much as possible, the IITP should not be fully dependent on public resources but should try to incorporate involvement from those persons in the community who have a vested interest in the individual's quality of life based on their friendship, not on a client/professional relationship.

The point at which it may be determined that interagency involvement is needed in transition planning can vary for individual students. Students with milder disabilities may experience successful transition with little need for interagency planning until their last few years in school, so initially most transition planning issues might primarily be addressed by school staff. Full and early consideration of need for interagency transition planning needs to be documented, though no later than age 16. Much of the initial transition services may pertain to design of school services, with the latter years showing the need for interagency linkages. Students with milder disabilities may experience successful transition with little need for continued support. For example, students moving on to higher education may need instruction in learning strategies or assistance in finding the college or university setting that is most compatible with their career interests or that provides accommodations for their disability. For students with moderate disabilities, arrangements



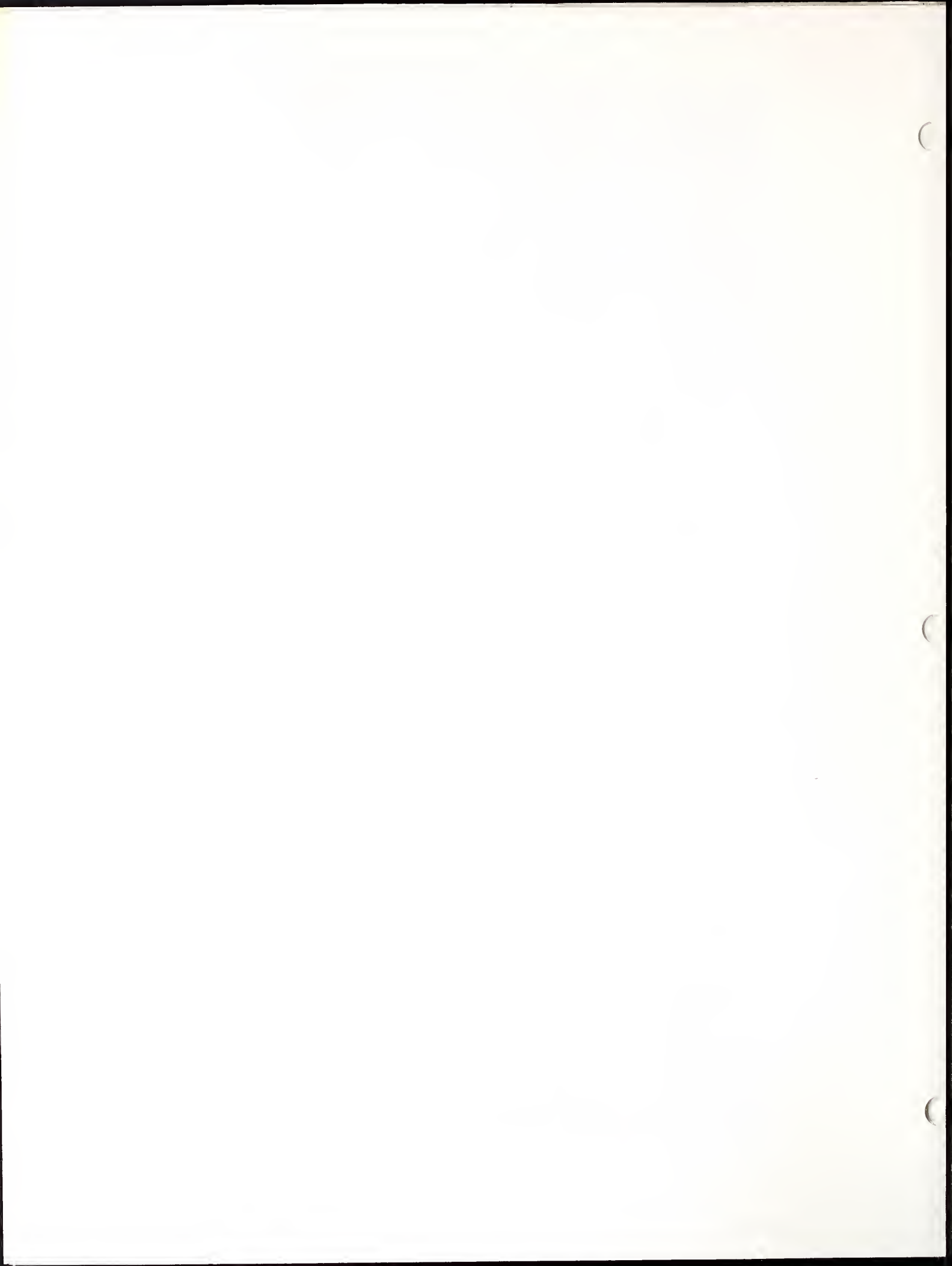
may only be needed for vocational assessment and training, development of social skills, or other career planning that affects programmatic concerns (e.g., functional course provision, community-based instruction, etc.). Post-school supports may be geared more towards post-secondary vocational services.

For students with more severe disabilities, the extent and type of transition issues can be more diverse. More attention may need to be devoted to integration to allow for developing relationships with persons who are not disabled. Too often such interactions are limited to paid caregivers. The amount of community-based instruction and the number of independent living skills to be taught will vary over time. The intensity of interagency involvement may increase for students with severe disabilities. Non-school agencies may need to participate in transition planning and more details of future supports in such areas as residential needs, transportation, medical needs, social security, or community-based employment may have to be projected and planned.

Transition planning is not the last step in the transition process. It is the first step towards what is hoped will be a normalized adulthood. Not an end in itself, the Interagency Individual Transition Plan is the beginning of "a lifelong journey rather than a destination."

B. What's the Difference Between an Interagency Individual Transition Plan (IITP) and an Individual Education Program (IEP)?

Although both the IITP and the IEP have an ultimate focus on achieving positive outcomes for the individual, the IITP is a means for identifying a broad range of transition needs, only some of which will have IEP implications. Clearly, items listed on the Action Plan of the IITP (See Section III) pertaining to school services should become part of the IEP (e.g., social skills training, instruction in learning strategies, community-based instruction, etc.). However, the IITP also needs to reflect the interagency planning and the commitments required for student support both during and after exiting school. The IITP is an assessment and planning process for obtaining transition information to be incorporated into the IEP and fulfilled by school staff or other (non-school) agencies. **Development of the IITP by itself does not fulfill the requirement for having a "statement of transition services on the IEP."** The Admissions and Release Committee will have to extrapolate those parts of the IITP that are specific to school services and that become a part of their "Statement of Transition Services." The "Statement of Transition Services" can be then reflected throughout the IEP. For example, the SBARC determines from the IITP and other assessment sources the Present Level of Performance in terms of vocational or independent living skills. From the Present Level of Performance, annual goals and objectives will be developed (e.g., related to instruction in community vocational skills such as bagging groceries or street crossing) and projected transition services (e.g., community-based instruction) may be listed under "specially



designed instruction" to meet the transition goals. Other transition services could also be addressed as a related service, such as special transportation to a job or other community site, or rehabilitation counseling regarding employment.

An Action Plan is provided on the IITP (Section III) that can be used for indicating what is provided from the various agencies involved. For example, a timeline and process may be outlined for determination of eligibility for services from Vocational Rehabilitation or a plan may be determined for development of a PASS plan (Plan for Achieving Self Sufficiency) with persons from the local Social Security office. The complete IITP may in fact begin to resemble an IEP for the various human service systems (in a written plan indicating each agency's goals, objectives, and person(s) responsible).

Non-school agencies may be listed on the IEP as having a responsibility for an agreed upon transition service, but there may not be any means of assurance that this obligation is fulfilled. The federal statute (IDEA) addresses this matter by stipulating that...

In the case where a participating agency, other than the educational agency, fails to provide agreed upon services, the educational agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives.

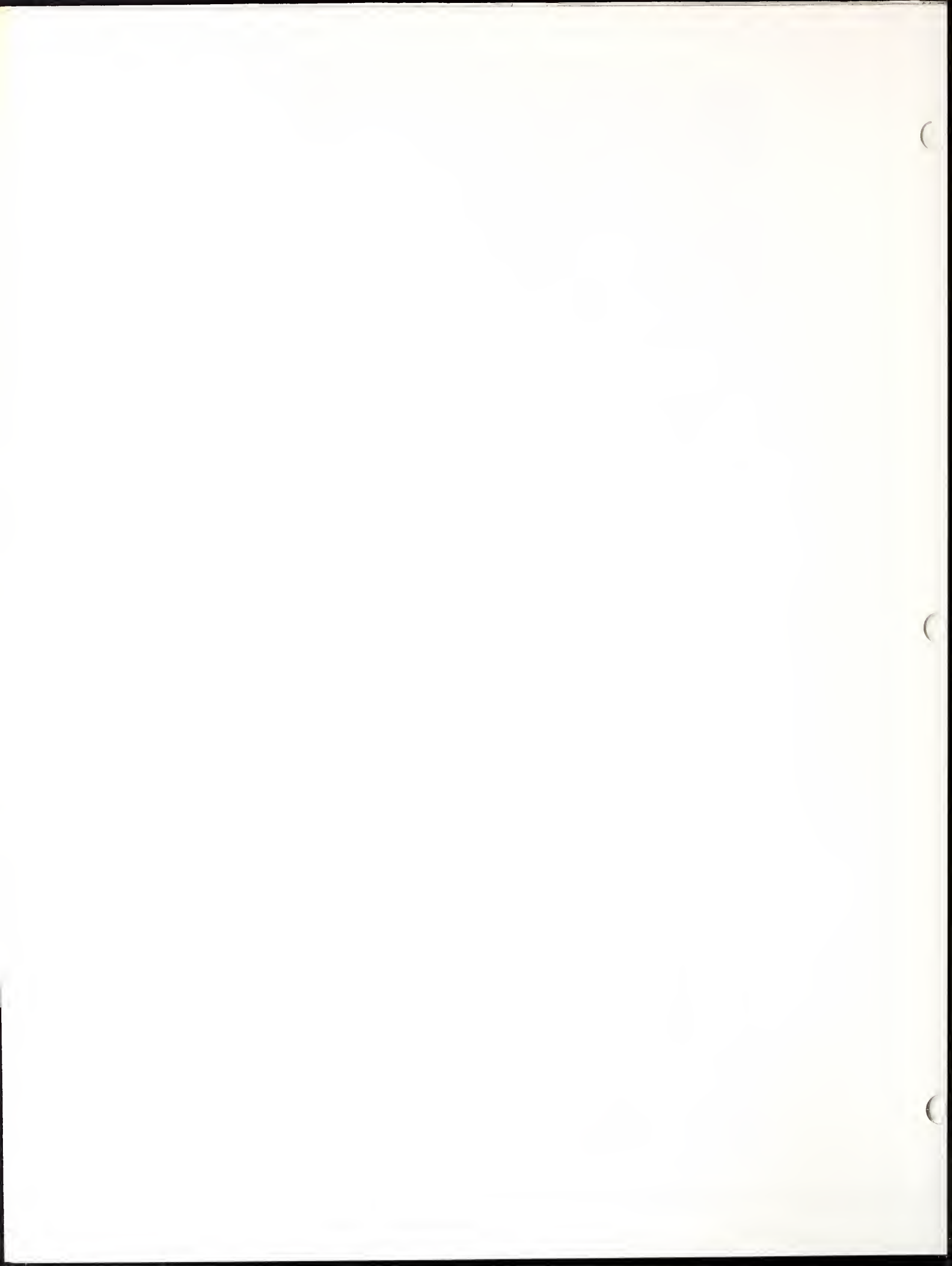
C. Who Needs an Interagency Individual Transition Plan?

The Individuals with Disabilities Education Act requires that "...each student's IEP include a statement of needed transition services for students beginning no later than age 16 and annually thereafter (and when determined appropriate at age 14 or younger)." This means for each student with an identified disability, as of age 14 or younger, the ARC consider the need for transition issues to be included on the IEP; and that transition issues be addressed on the IEP for all students with disabilities as of age 16. The extent and intensity of transition services will vary depending on the needs of the individual. As mentioned earlier, one distinction that may be made prior to age 16 is that transition concerns might be addressed in terms of school services (e.g., programmatic and instructional) with interagency involvement beginning at age 16.

D. When is an Interagency Individual Transition Plan Developed?

The new Individuals with Disabilities Education Act (IDEA) requires that "...IEPs include a statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and when determined appropriate for the individual, beginning at age 14 or younger)."

In the Standards that accompany Legal Obligation 7.9.3, the Admissions and Release Committee is to initiate transition planning



by age 16. The requirement of Standards which correspond with Legal Obligation 8.4.6 should also be considered:

- (1) No later than when nonhandicapped students begin to earn Carnegie units, the ARC outlines a multi-year course of study for each handicapped student which results in receipt of a diploma or a certificate of completion based upon the long range outcomes (e.g., post-secondary training, supported employment, independent living, job entry) for a student.

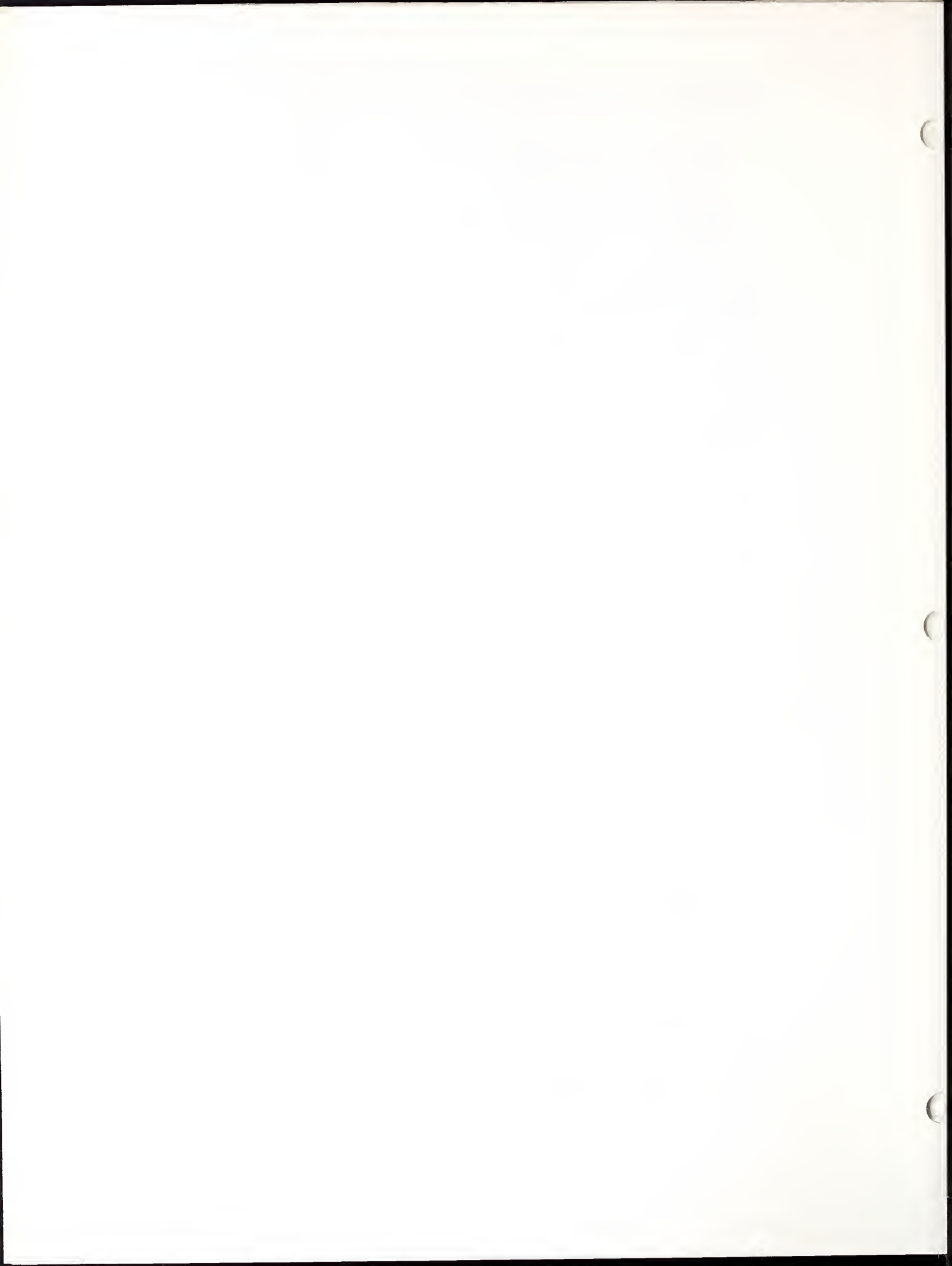
The implications of the federal statute and the Standard referenced above indicates that the ARC will need to begin consideration of transition issues for students who reach age 14 and again the following year at age 15. Whether or not the Interagency Individual Transition Plan will be initiated at age 14 or 15 will remain an ARC decision. For many it will suffice to begin projecting the multi-year course of studies. This will lead to targeting and prioritizing programmatic concerns that relate to eventual successful transition to post-school settings. For these students the ARC is addressing transition issues as they relate to IEP content and instruction. If there is not yet a pressing need to make this planning a broader interagency issue involving other human service providers, then this level of transition planning will be more within the confines of school services than the development of the interagency action plan (IITP). For students in need of much more intensive and longitudinal transition planning, a decision could be made at either age 14 or 15 that the full interagency involvement is necessary to achieve current or imminent transition needs. In this case the Interagency Individual Transition Plan would be completed with persons both within and outside of the school system assuming their stated responsibilities.

E. Who Develops the Interagency Individual Transition Plan?

The Transition Planning process should be initiated by the local education agency based on the chronological issues listed above. In that it is to be incorporated into the Individual Education Program, this mandates a central role for the Admissions and Release Committee. The ARC has the responsibility for assuring that proper evaluation is conducted as it relates to the IEP. In that the development of the Interagency Individual Transition Plan (IITP) is presented as an assessment and planning process for determining needed transition services, this places responsibility for carrying out the IITP process within the ARC.

F. What are the Steps in Transition Planning?

The admissions and release committee will be responsible for the individual transition planning process being accomplished in some manner. The ARC itself may be the entity utilized or a separate process may be determined by which the IITP is completed and submitted to the ARC for incorporation of transition issues into the IEP. It is the responsibility of the chairperson of the



committee to ensure that students receive the services and support needed to make a smooth transition from school to community.

The community transition planning team leader (See Section V) is responsible for the team responding to the collective transition service needs of students and adult consumers (i.e., employment training and support, transportation, community living, and recreation/leisure).

The series of steps, as outlined below, provides direction for transition planning at both the individual and community levels. These generic steps will facilitate the planning process for the development and implementation of transition services.

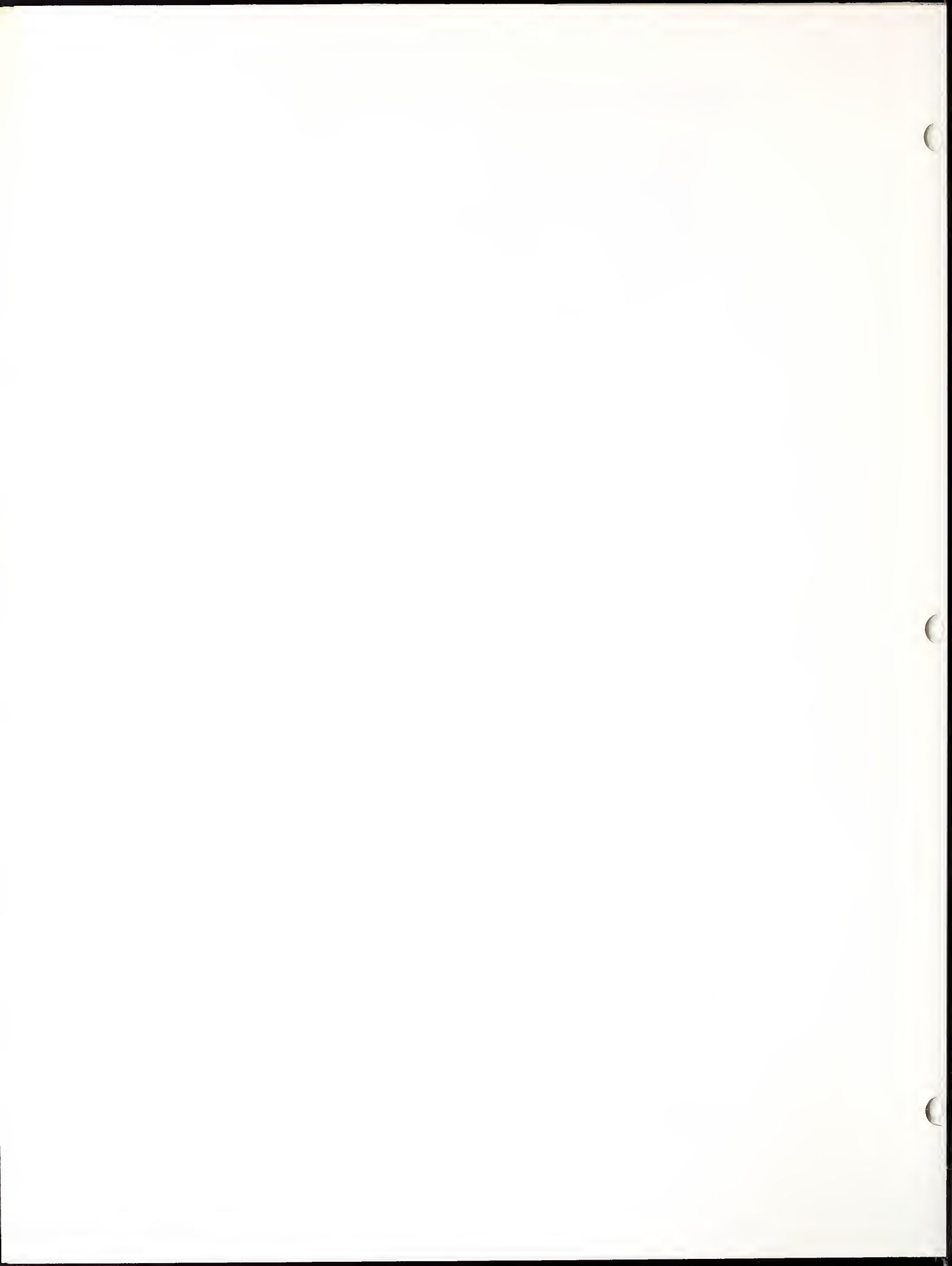
1. Initiation of Formal Interagency Transition Planning

- a. Target the regularly scheduled school-based admissions and release committee (SBARC) meeting closest to student's 14th birthday for consideration of need for statement of transition services to be incorporated into the IEP.
- b. Determine if transition needs at this age warrant including a statement of transition services throughout the IEP and if so, the extent, if any, of interagency involvement required.
 - If decided that formal interagency individual transition planning (IITP) should be initiated, the ARC designates the process and staff roles through which the IITP will be developed and submitted to the ARC.
 - If determined that formal interagency individual transition planning (IITP) should be delayed until future SBARC meetings, then determine if there still remains at this point the need for the statement of transition services to be embedded in the IEP. If not, then address the matter of planning for a "multi-year course of study" as required by Legal Obligation 8.4.6.
- c. Prior to the next annual ARC when the student will be approximately 15, determine if IITP process should be initiated. If IITP is to begin, ARC designates person and process for completion and submission to the ARC in time for annual review meeting and incorporation of transition issues into the IEP.
- d. Prior to the ARC meeting at which the student will be approximately 16, the ARC will have designated persons and process for IITP completion and submission to the ARC for all students with disabilities. Transition information will be provided to the ARC in time for the annual meeting and incorporation of transition issues into the IEP. This will result in the development of a statement of transition services as part of the Individual Education Program.



2. Development of the Interagency Individual Transition Plan (IITP) To Assess Need for Transition Services
 - a. When the ARC concludes the need exists for formal interagency transition planning the ARC defines the mechanism by which an Interagency Individual Transition Plan (IITP) will be developed to determine long-term and comprehensive transition services (See Interagency Individual Transition Plan--Section III). This may become a function of the ARC or a separate means identified for assuring it is accomplished.
 - b. The ARC designates process for identification of and notice to the persons from non-school agencies who need to participate in IITP development. This should include the nature of their involvement, and contacts to be made regarding IITP issues to assure completion of the IITP and involvement of relevant non-school agencies.
 - c. The ARC designates process for notification to parents of need for transition planning meeting. Parent is requested to sign and return Release of Information Form so that specific non-school agencies may have access to special education records (verbal or transition planning purposes).
 - d. Designated staff work with the parent to complete the Parent/Guardian Transition Survey prior to the IITP meeting in order to project long-term student outcomes.
 - e. ARC designates person and process for submission of IITP information to the ARC.
3. Incorporation of "Statement of Transition Services Needed" into the IEP
 - a. After the assessment of need for transition services is completed, ARC reviews the Action Plan of the IITP to determine the extent of school responsibilities to be addressed in the IEP.
4. Continued IITP Transition Planning Prior To Annual Reviews
 - a. IITP completed prior to IEP Annual Reviews.
 - b. The ARC continues to include a statement of transition services in the IEP based on an updated IITP.
5. Transition Service Needs Identified During Last Year of School
 - a. The IITP meeting held just prior to the student exiting the school system formalizes a plan for post-school supports.
6. Follow-up of Individual Student Transition Success

Follow-up of individual students is not mandated by IDEA, however, it is required through implementation of KERA and is



considered best practice. The following steps outline a suggested process for conducting follow-up of students who have exited the school program

- a. A plan is formulated for follow-up of a reasonable sample of students to be completed 12 months after their leaving school.
- b. Follow-up Surveys are analyzed to determine ways that the current transition planning process or transition services can be improved to increase transition success of future graduates.

G. Parent/Guardian Transition Survey

Before the Interagency Individual Transition Plan (IITP) can be initiated, there is the need to contact the student's parent or guardian to discuss immediate and long-range transition issues. In Appendix B, there is a suggested format for collecting such information. This survey should be completed with the parent/guardian before the actual IITP meeting is held to allow for adequate consideration of the questions and responses. The content of this survey will give essential insight into what are the desired student outcomes that will be listed on the second section of the IITP. It would be preferable to provide this survey to the parent/guardian through a home visit where the items can be explained as needed and then time allowed for the parent/guardian to complete it on their own and mail it back to the school or teacher.

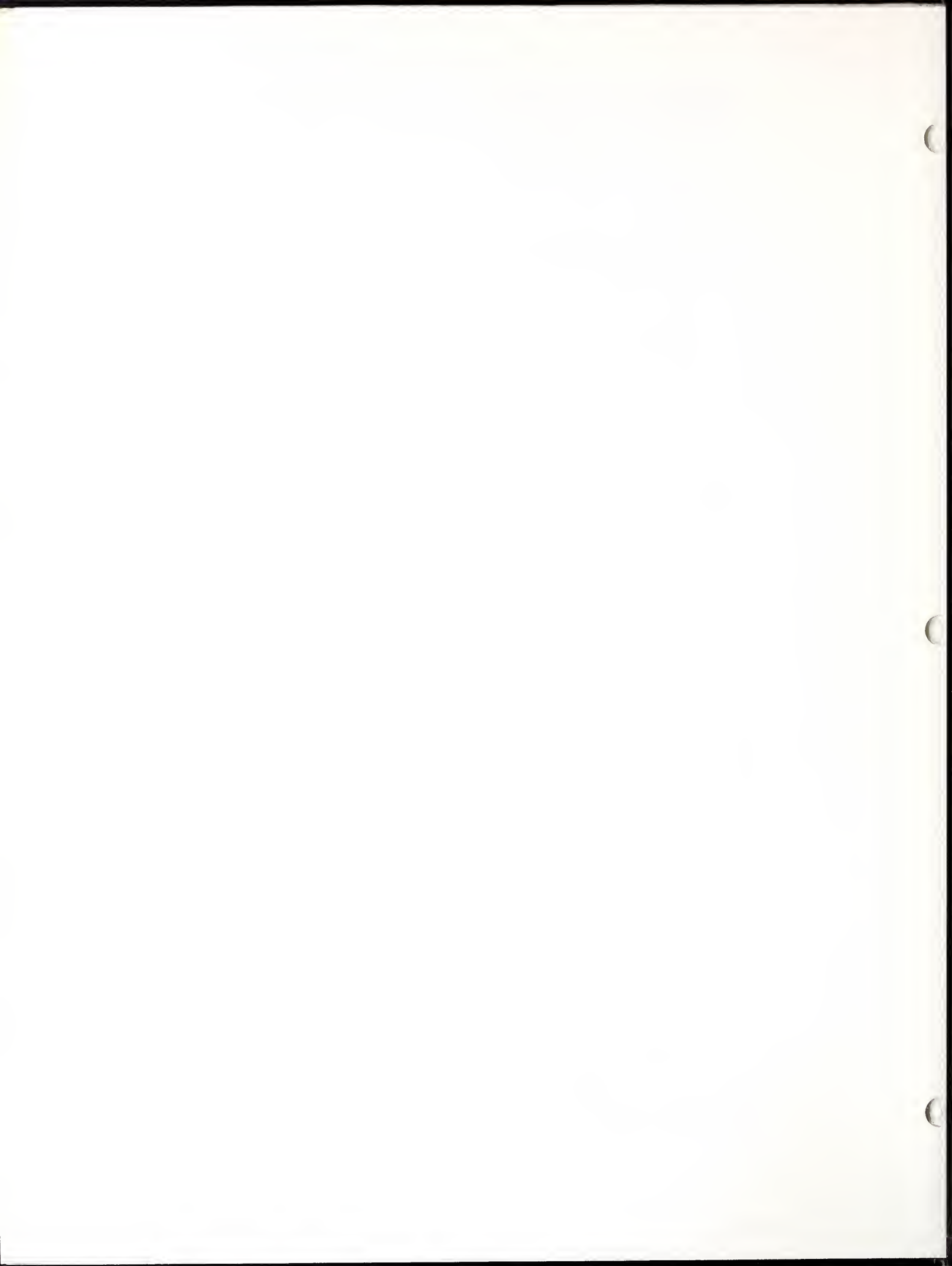
For subsequent IITP meetings, there can be some benefit from taking the time to again talk with the parent/guardian about their most recent responses to the survey questions to assess any changes in their expectations or transition needs.

H. Student Transition Survey

When students with disabilities are the ones most affected by what transpires at an Interagency Individual Transition Plan (IITP) meeting it is unrealistic for a team of professionals to plan what job the young adult will do, where they will live, and how he or she will spend leisure time without the person's active participation (Everson & Moon, 1987). In order to prepare them for this self-advocacy, they should be given opportunity to consider implications of exiting school and their hopes and preferences for what their adult lifestyle will look like. The Student Transition Survey in Appendix B poses a range of questions regarding the future and what they should be doing now to prepare

for it. This kind of contemplation of post-school issues should occur annually to gauge any changes in student perspective and to assess their view of the adequacy of their current program.

Student participation in the actual IITP meetings should be encouraged and supported. This may involve some direct instruction regarding the concepts and content surrounding the IITP. Giving



youth with disabilities information and direct instruction in self-advocacy regarding transition issues is no guarantee they will participate in this process, but to not do so perpetuates their only being passive observers versus active designers of their destiny.

III. The Interagency Individual Transition Plan (IITP)

The Interagency Individual Transition Plan (IITP) format provided in Appendix C is a suggested means for local school districts to derive a statement of transition services and interagency linkages as required by state and federal mandates. It draws heavily upon the work of the Illinois Transition Project, which has used a similar process for school districts in Illinois since 1986 and more recently in Texas and Pennsylvania.

Local school districts may adapt this material or design their own process to accomplish the same end. The potential benefit of using this IITP format is receipt of future training and materials developed at the state level that are compatible with this system. In addition, there will be computer software available that allows for entering of individual student data and aggregation of and analysis of information for local, regional, and state planning and service delivery.

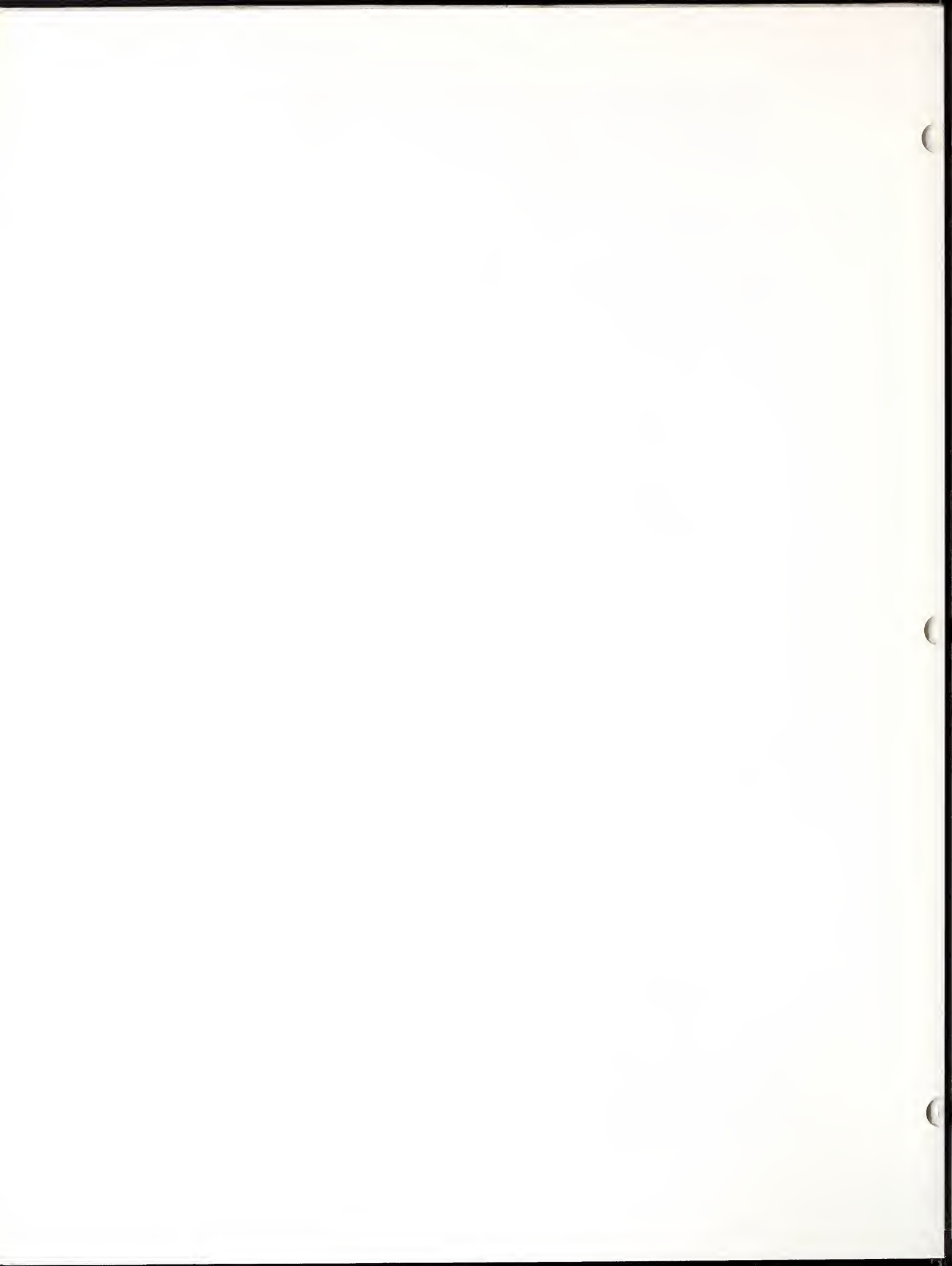
The IITP is arranged for four years of sequential transition planning. For students whose planning extends beyond four years, a second IITP form may be used.

The content of the IITP is advisory in nature and not binding on the IEP process. However, local school districts will be accountable for subsequent transition goals and objectives and services incorporated into the Individual Education Program (IEP) from the IITP.

Proper use and completion of the IITP is enhanced by reference to the Interagency Individual Transition Planning Guide Directions Manual. Copies of this document are provided in Appendix D. A durable copy of the IITP form and brief directions for use are provided in Appendix C. Additional copies of this form may be obtained from the Department of Education; Office of Education for Exceptional Children; Plaza Tower, 8th Floor; Frankfort, Kentucky 40601; (502) 564-4970.

IV. Quality Indicators for Effective Transition Services

This section offers fourteen Quality Indicators regarding effective transition planning and services provision. In addressing transition issues, there is the need to have measurable outcomes by which each transition program component can be measured. The following Quality Indicators are a set of "best practices" by which local transition services can be evaluated and improved. This set of indicators is adapted from a variety of sources, but most notably from the Quality Indicators developed by Dr. Paul Bates at the Illinois Transition Project at Southern Illinois University. In follow-up to the fourteen indicators, there is, in Appendix E, a set of Quality Indicators Transition Guidelines. These Guidelines provide an extended



description of the fourteen Quality Indicators with steps for implementation of each indicator.

1. Active Parent/Student Involvement At all Points In The Transition Process

The student and his/her family are the most critical members of the Individual Transition Team. Planning for the transition of students without the direct involvement of both the student and family severely limits the attainable outcomes.

2. Direct Involvement of All Relevant School Staff in the Transition Process

Members of the school staff may include special education and vocational education teachers, the transition specialist or community-based work transition trainer, local school administrators, the school counselor and/or in-school vocational rehabilitation counselor. In addition, the participation of related service personnel (e.g., speech therapist, mobility specialist) may be required depending upon the student's specific needs.

3. Direct Involvement of Adult and Community Services at Least Two Years Before School Completion

It is absolutely essential that representatives from appropriate adult services become involved in the student's transition plan for at least the student's final two years in school to insure that there are no gaps in services and supports upon graduation and that the student achieves meaningful work and living outcomes in the community. Adult personnel should include a representative from community living services, post-secondary vocational education, and other specialized agencies (etc. Department for the Blind).

4. Transition Goals Are a Part of The Student's IEP, Starting by Age 16

This is now required by the Individuals with Disabilities Education Act (P.L. 94-142 as amended) and represents the importance of both longitudinal planning and implementation of transition goals leading to successful community employment and living outcomes. Best practices suggest that consideration be given for inclusion of transition goals in each student's IEP by age 14, or younger when appropriate.

5. Vocational Curriculum That Includes Opportunity for Paid, Integrated Employment As Part Of the Curriculum

Recent research has indicated that perhaps the strongest indicator of successful post-school employment for students with disabilities is paid employment in community settings before graduation. Planned opportunities for real job experiences in preferred and valued work sites is thus a critical component of high-quality transition services.

6. Transition Planning for Post-Secondary Education Goals If This Outcome is Applicable

If the Individual Transition Team considers post-secondary education as the critical transition goal for a student, then that team has the responsibility to develop a transition plan that assures access to and the supports necessary for the student to succeed in that post-school training.

7. A Curriculum That Addresses Living Skills

Ultimately, successful participation as an adult in our society is dependent as much upon general community living competencies as it is upon specific vocational skills. Thus, a high quality transition plan considers those community living competencies that the students will need to achieve maximum independence and participation in the community.

8. A Curriculum That Addresses Leisure Activities and Social Skills

Again, research has indicated that job success is dependent as much upon social skills, personal relationships, and leisure skills, as it is upon vocational competences. Addressing this curriculum area is thus essential if students with disabilities are to achieve meaningful adult outcomes.

9. Integrated Educational and Vocational Training Opportunities (Both At School and In The Community)

A critical predictor of successful post-secondary community employment and living is full participation in an integrated educational program that allows for extensive opportunities for integration both at school and in community training experiences. Planned, systematic integration provides the student with disabilities the opportunity to form invaluable friendships with others, valued role models, and the opportunity to develop social skills required in post-school settings.

10. Direct Instruction In Natural Vocational and Community Environments

Classroom-based instruction is not sufficient for most students with disabilities to acquire and maintain the skills necessary to function in the "real world." Indeed, the Kentucky Education Reform Act (1990) recognizes the essential need for all students to demonstrate the ability to solve real-life problems in meaningful ways. Community-referenced instruction, including direct instruction in actual community settings, is especially critical for students with moderate and severe disabilities, and should be carefully considered for all students with disabilities.

11. Transition Data Include Follow-Up of Graduates and Outcome Studies of Individual Programs

The only comprehensive way to evaluate the quality of educational services is to determine the outcomes attained for its consumers.

Yet very few educational systems obtain systematic information on their graduates' outcomes in employment and community living. Such data are essential if we are to determine the true value of our transition programs and to comparatively evaluate specific approaches and strategies.

12. Collaborative Funding of Transition Programs Across State, Regional and Local Events

Only by pooling resources in a coordinated system of service delivery can school, transition and adult service programs maximize the use of those resources in attaining valued outcomes for youth with disabilities. Collaborative funding reduces duplicate efforts and increases the numbers of students able to access transition services.

13. Local Transition Planning Teams Address Collaboration And Interagency Agreements

It is critical that school and adult service providers develop a local transition planning team to address coordination of efforts and resultant interagency agreements needed to insure successful transition for youth with disabilities in their own community. Only by "localizing" transition planning can the specific needs of each community and its youth be considered in this process.

14. Cooperative Inservice Training Efforts Exist Between School, Community and Adult Services

Successful transition efforts require that all participants in this process have a common understanding of program values, outcomes, activities, strategies, and procedures. The most effective means of assuring this common base is cooperative inservice training efforts for all key participants.

V. COMMUNITY TRANSITION PLANNING TEAMS

A. What is a Community Transition Planning Team?

A Community Transition Planning Team (CTPT) is an interagency group which shares the mission of assisting persons with disabilities to achieve and maintain a way of life that offers the same options and choices available to persons who do not have handicaps.

At least four purposes can be accomplished by formation of a Community Transition Planning Team:

1. A forum is established for human service agencies to become aware of each others services and to see how and what resources can be utilized to facilitate successful transition services.
2. An understanding can be developed regarding the need for interagency collaboration to fulfill a mutual need for individuals with handicaps.



3. A top-down administrative sanction can be given to agency personnel participating at an individual level in the interagency planning process for developing and implementing an Individual Transition Plan.
4. A mechanism exists for systemic problem solving when an issue or barrier to successful transition arises at the school or individual level that needs to be resolved by the key players who administer school and community services.

The decision making that is required for successful transition of youth from school to post-school settings are not school building level or school district decisions. Planning at the school level for pending transition is not a matter of ending or completing one phase as much as it is in fact the first step of a life long process that carries over throughout adulthood. This means that the planning has to occur on a community level versus at a school level.

In order for this to occur for many persons with disabilities, there is a need for a coordinated effort on the part of public and private entities to direct resources towards identifying and supporting individual preferences in areas of residential, vocational and community living. While transition planning at the individual student level will continue to be the function of the Admissions and Release Committee, a district level Community Transition Planning Team will lay the groundwork for the individual planning by giving the administrative sanction and support that is a prerequisite to interagency cooperation and participation in the process at a local level.

Public agencies such as vocational rehabilitation, social services, adult services and school services are separate service systems, although they often share the same ultimate goals for individuals with disabilities. Formation of a CTPT sets the stage for these agencies to align and identify mutual strategies that maximize efficiency and ability to meet the post-school needs of persons with disabilities. "Effective planning is the empowerment of communities by sharing visions and dreams for the future with the variety of individuals who will shape those visions and contribute to the realization of those dreams" (Illinois Transition Project, 1990). It is emphasized that human service agencies are not the only means by which persons with disabilities may be assisted, and whenever possible a role may exist of facilitating or at least not inhibiting private individual or civic agency advocacy. Many persons with disabilities already are experiencing success on the job, in their neighborhood activities or in community social functions without the involvement of persons from the human service system. This is usually a direct result of their becoming "connected" with someone who chooses to provide such "natural supports" as an outgrowth of a friendship and or concern for the welfare of the individual. While structured community agency supports are often desirable and necessary, caution must be taken in public intervention unintentionally conveying a message to the community at large that only a "professional" can give needed support due to presence of an individuals disability.

B. Who are Possible Members of a Community Transition Planning Team?

In order for a collective approach to be taken to coordinated service delivery for persons with disabilities, all the key players must be involved. A core planning team may initially be formed which includes the persons whose services most often will be called upon, such as the district transition services coordinator, the special education coordinator, the vocational education coordinator, a vocational rehabilitation counselor, a social services representative, and staff from the local mental health/mental retardation services (usually located at the Comprehensive Care office). The participants identified as needing to be on the core team would be the facilitators of resolution of problems presented by Admissions and Release Committees or other systemic issues at the district or community level. A parent should be identified to assist that has experience in maneuvering the maze of the service system, as well as a student consumer who can articulate the perspective of those persons ultimately most affected. Other representatives to plan on utilizing as needed or to meet less often as a larger planning group typically include the district instructional supervisor for regular education, and other district level administrators as deemed appropriate. Other community agency representatives to consider would come from the Health Department, Post-Secondary Vocational Programs, Higher Education or Community College Programs, Community or Adult Education, Adult Residential Services, Parents, Advocates, Job Training Partnership Act staff (J.T.P.A.), Chamber of Commerce, Community Recreation, Department for the Blind, Social Security Administration, the County Extension Agent, etc... The participants identified as needing to be on the core team would be the facilitators of resolution of agency or individual problems that cannot be solved by interagency activities should be pursued by Admissions and Release Committees. This may entail things such as coordination of adult service resources to pick up a transportation plan previously supported by the school, facilitate determination of eligibility for services such as from Vocational Rehabilitation, or to assist with a person getting the support needed to join a regular YMCA program for recreation leisure.

C. What are the steps in Development and Operation of Community Transition Planning Teams?

Five steps are outlined in this section that cover the formative stages of the Community Transition Planning Team through the ongoing meetings once the team is established.

Step 1: Organizing the Community Transition Planning Team (CTPT)

Careful consideration should be given to the identification and selection of the members of the community transition planning team. The team should be comprised of members who can and will make a substantial contribution to the interagency planning process. The extent to which improvements in transition services occur will be largely due to the interest, motivation, and skills of the committee members. Factors to consider when selecting committee members include: (a) affiliations that represent the agencies and individuals that are viewed as appropriate adult service providers, (b) competence of recognized and respected leaders in the community, (c) commitment to improving the transition of youth with disabilities from school to adult life, (d) availability and willingness to attend meetings and actively participate in activities, and (e) broad base of experience and knowledge that can be used in transition service improvement activities.

Once potential committee members are identified, they should be contacted by phone to discuss their interest in committee participation. Several agencies can share the responsibility of recruiting committee members. A telephone call personalizes the membership request and allows an opportunity to discuss the committee's purpose.

After commitment is secured, a letter should be sent that confirms potential membership and the date, time, place, and agenda of the initial meeting. It is also helpful to call prospective members the day before the actual meeting to reconfirm their attendance and participation. A description of local secondary special education and transition services and other materials may be distributed prior to the first meeting. This saves time by eliminating lengthy explanations during the initial meeting.

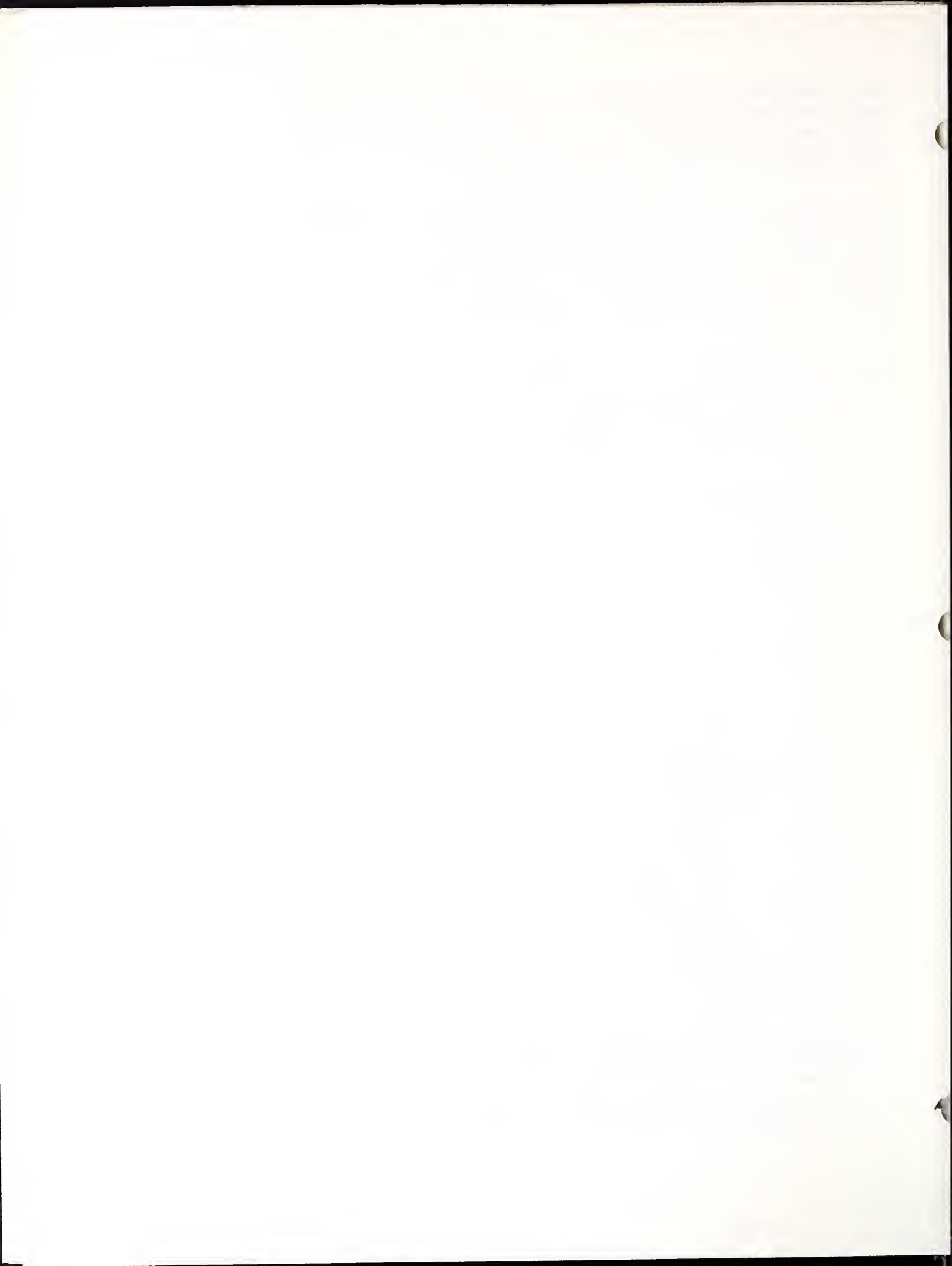
An organized meeting promotes effective interagency planning. The meeting should be formally structured, have a well defined leadership role, and include a written agenda and plans for documenting meeting minutes. Agendas should be prepared ahead of time and made available to team members before the meeting. The agenda should be well organized to maximize participant's time through a clear plan of action for the meeting.

The person who has assumed the leadership role in organizing the team should facilitate the first meeting. It is imperative the leader be enthusiastic, confident, and optimistic about the outcome of the meeting and the work that can be accomplished by the group. Members should leave the meeting with the belief that time was well spent and they had opportunities to become actively involved participants.

The team must also determine the length and frequency of future meetings. Initially, teams may meet more frequently in order to finalize team membership and begin action planning. Subcommittees might also be formed early on to manage specific tasks and activities.

Initial team actions and decisions typically focus on selecting the team leader and other officers that are identified as needed. For the position of team leader or chairperson, the person appointed should be an individual that is capable of directing the effective operation and management of interagency planning meetings. They should exhibit good leadership qualities and have experience and background in planning. A co-chair might also be selected to assume the leadership role in the absence of the chairperson. It is helpful for someone to keep written minutes of the first, as well as future meetings which can be distributed to all members. These minutes serve as ongoing documentation of key actions and decisions by team members. A secretary or recorder then, should also be appointed. During the organizational meeting, it is important that all team members become familiar with the services offered by the other agencies. Each agency representative should be afforded the opportunity to share information about their respective agency. Participants should be requested ahead of time to come to the first meeting prepared to discuss their agencies role in the community. Items and issues each member may wish to present include an agency brochure, annual agency report, services available to persons with disabilities, service eligibility requirements, agency mission statement, agency priorities for the current fiscal year, and recent activities that relate to transition.

Step 2: Formation of Interagency Agreements



Once the organizational steps have been completed as listed in Step I, there begins the process of formalizing the operation and functions of the Community Transition Planning Team (CTPT). This entails at least four activities:

A. Development of a Statement of Purpose and Mission

If the CTPT is to work together in a cooperative manner towards accomplishing mutual goals, these overall goals need to be agreed upon and stated in terms of a rationale for meeting and commitment to serving individuals with disabilities. This could address as well a belief in empowerment of individuals and communities for inclusion of persons with disabilities in all facets of school and post-school activities.

B. Establishment of a Regular Meeting Schedule

The CTPT will have to hold meetings at a frequency that is sufficient to adequately deal with problems or report on activities. At least a quarterly schedule may be needed for the group at large with interim or special meetings being called for the Core Team. Attention will need to be devoted to responsibility for notices being sent out for each meeting, facilities to be used, etc. Each meeting should be chaired by a person who has the role of developing and following an agenda, expediting discussions and group decision making. This task could be rotated across each meeting or shared in some other equitable process.

C. Target Goals/Activities for the Year

After there is a consensus of the CTPT as to their purpose and mission, discussions should center on what can be done during the coming year of operation to fulfill these goals. Some examples of activities to pursue might include attempts to increase community awareness and community transition services (e.g., services available, eligibility criteria, contact persons, etc.). One strategy to fulfill this objective is development of a local resource directory. This offers parents, consumers and professionals a means for determining through one document the realm of services that exist and how to access them. Another useful undertaking could be to conduct a needs assessment across the school and community (e.g., service gaps, long-term needs, etc.). Some of the more pressing priorities for systematic change may be revealed by this activity. It also provides direct feedback from the direct implementers of transition services regarding barriers that impede smooth transition from school to post-school settings. This could lead to formation of subcommittees which will deal with matters specific to certain member agencies or consumer problems. Action plans may then be recommended to the Core Team to overcome or correct a particular situation.

D. Secure Respective Agency Commitment to the Interagency Agreement

When the various details as described above have been stated in a written Interagency Agreement, each agency representative should take the Agreement to the director or certifying authority of their agency for discussion and signature. This would probably involve meeting with a local board of some type to explain the nature of the agreement

and the implications for agency involvement. Once the Agreement is initially signed, an annual revision or update may be needed along with a report to each agency on a quarterly or yearly basis.

Step 3: Ongoing communication with interagency individual transition planning team

Transition planning is a coordinated effort between school staff and community service providers. To achieve and maintain interagency coordination, ongoing communication with the individual transition planning team and among the members of the community team is essential. The inclusion of the secondary special education teachers on the community team should ensure that issues affecting individual student needs will be addressed.

Gathering input from the interagency individual transition planning team will facilitate the community teams evaluation of the effectiveness of services. There should be a mechanism established for sharing information regarding needed services or changes in the delivery of transition services.

Step 4: Evaluate Effectiveness of Student Outcomes

The effectiveness of the teams efforts in assisting students to achieve outcomes should be evaluated. The Kentucky Education Reform Act specifically states that "students will make a successful transition to work, post-secondary education or the military." A mechanism should be established for determining the teams effectiveness in assisting students to reach their outcomes and make a successful transition to post-secondary environments. How successful students are in meeting their outcomes related to transition will drive school and community programs and services in the future.

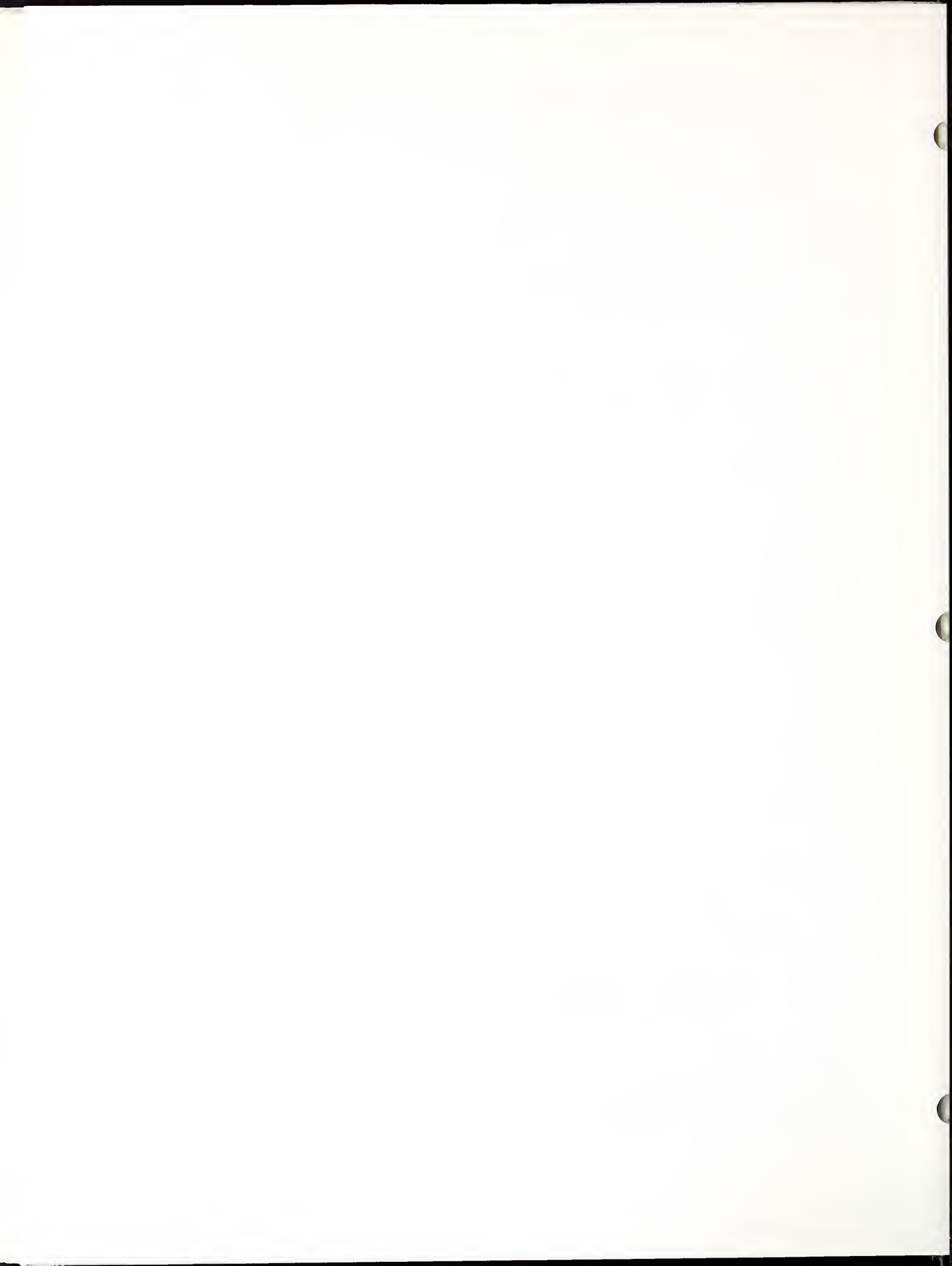
Please refer to section VIII regarding exit issues and the student follow-up process.

Step 5: Evaluate Effectiveness of Achieving Team Goals/Activities

The team should assess the effectiveness of its efforts. Evaluation provides information to judge the degree to which goals and objectives were achieved and whether the activities employed were effective in bringing about positive change in the provision of transition services. The evaluation of the post-school outcomes of students will reflect the level and type of impact the teams efforts have made.

An evaluation of the teams performance should be conducted at least annually. Team discussion should be supplemented by more formal methods of assessment such as formative and summative evaluation. Formative evaluation is ongoing and allows the service providers to monitor their activities as they proceed. Based on the information gathered, revisions or modifications need to be made as needed. The projected timelines for accomplishing the goals and objectives outlined on the teams' action plan can be used to measure ongoing progress.

Summative evaluation involves determining the effectiveness of the teams activities. This method of evaluation is essential if the team wants to measure and ultimately improve their quality of services. The team must consider and discuss issues such as appropriateness of goals, objectives, and activities, amount of time and resources devoted to each activity, and quality



of outcomes achieved through each activity (i.e. benefit to students and community). Analysis of the evaluation results will affect the future direction of the community team and should lead to improved programs and services.

VI. Regional Transition Planning Team (RTPT)

A Regional Transition Planning Team (RTPT) reflects an interagency representation of adult service providers. They mirror their community counterparts who participate on the community transition planning team (CTPT). The interagency driven process is needed at all levels to ensure the successful development of systematic, comprehensive and longitudinal transition plans for youth with disabilities (Wehman, 1988).

Their role initially is to become familiar with the existing agencies and their services within their respective regions. The teams focus will be multifaceted. First, from a bottom-up perspective, these teams will create a means for resolution of problems. When the CTPT's identify systematic issues which cannot be addressed except at the next level of agency authority, the CTPT can direct their issue to the RTPT. This offers a mechanism for sanctioning the role and participation of local agency personnel versus involving state agency personnel which are more removed from the situations. Second, it will create awareness and understanding of interagency transition concepts and needs at the level where decisions are made regarding how funds and other resources are distributed. Involvement will enable the regional offices and their administering boards to obtain a full perspective of the momentum and direction in schools for preparing youth for integrated, community life.

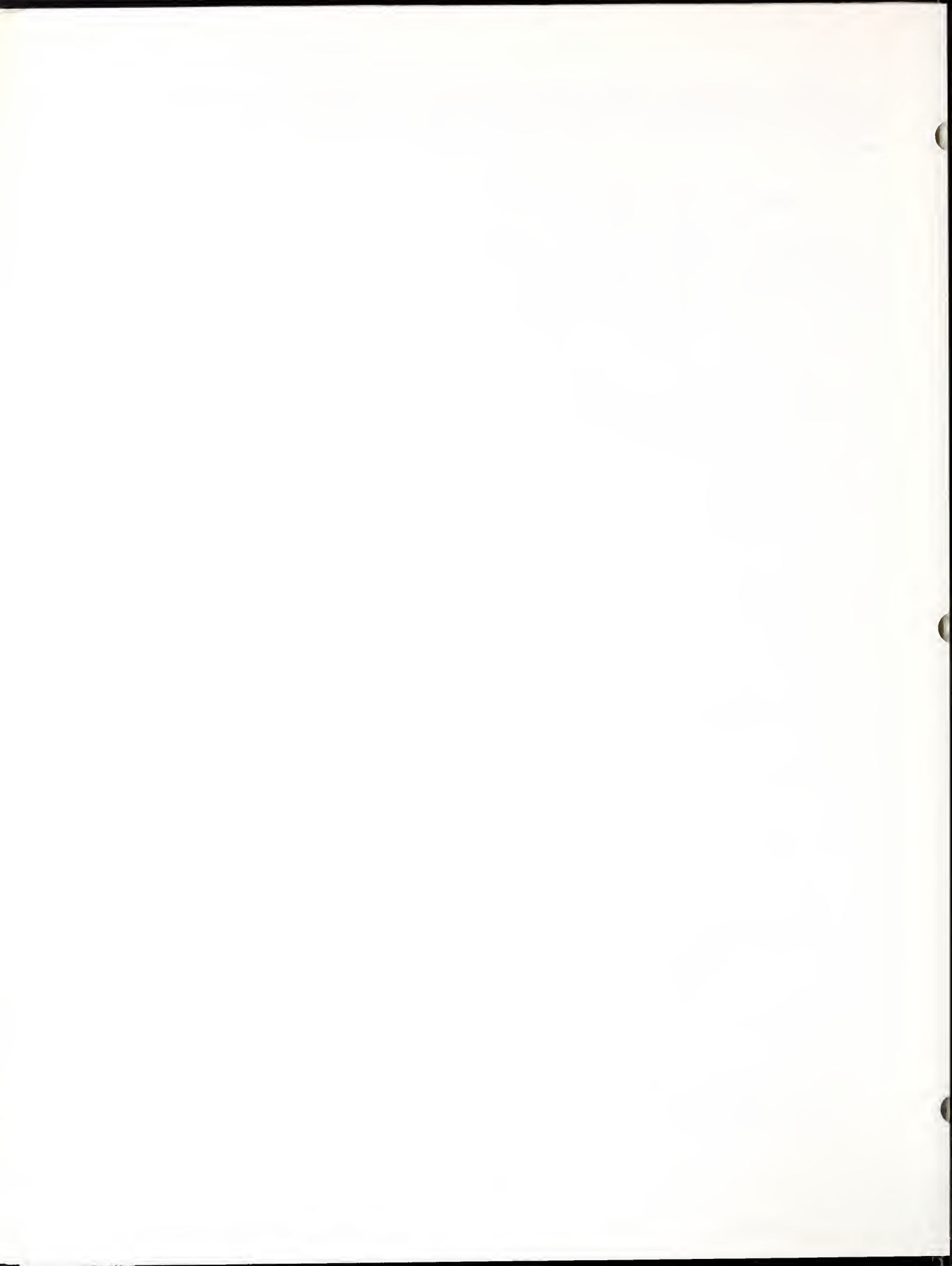
These regional agencies are the vehicles by which service delivery is provided to families and adults with disabilities. Involving regional level providers in the transition planning of youth while they are still in school, facilitates a smoother transition to the community. Networking with the CTPT will promote improved services and the necessary support youth with disabilities require in order to successfully transition from school to community living and employment.

VII. Kentucky Transition Service Matrix

An issue for parents, students or professionals dealing with transition matters is where needed services can be accessed. The Kentucky Transition Services matrix, as presented in Appendix F, provides an easy reference document for what transition services are offered by all relevant human services agencies. This matrix gives a profile of each service and offers a directory from which parents, students, teachers or other professionals may obtain the full array of coordinated services necessary to prepare for transition or for sustaining successful transition programs into post-school settings.

VIII. Exit Issues/Student Follow-up

A. EXIT ISSUES



Follow-up of former special education students is not a federal requirement (IDEA), but the Kentucky Education Reform Act (Section 3) indicates that schools will be accountable for arriving at a way to measure the proportion of students (both with and without disabilities) who make a successful transition to work, post-secondary education or the military.

When the student exits school there is a transfer of responsibilities for student support to post-school service systems. While this is the last step of this phase of transition service delivery for the graduating student, this is the beginning of school responsibility for determining how successful their transition planning efforts were in achieving the intended outcomes.

Follow-up of former graduates offers insight into two areas affecting future delivery of successful services. First, it provides data for use by the Community Transition Planning Team (CTPT) on what aspects of the transition planning process were effective and what areas are in need of improvement. It may for instance show that more should have been addressed in regards to the agency targeted to pick up basic case management for the student. The student may have been doing well on a job but lost their means of transportation to work and had no source to turn to for assistance to develop an alternative. There may have been additional need for student and family support to access Social Security benefits in a way that complimented versus hindered the earning of wages. This might point to the need for additional staff development and training on SSI or SSDI programs. These are examples of things that can be given additional consideration in future transition plans to avoid other students falling victim to a similar dilemma.

The second way that follow-up information assists later graduates is analysis of the extent to which the instruction and curricula provided to the student either facilitated or fell short in preparing the student for independent living. This assessment may confirm benefits of individualized community-based instruction in all four life domains (i.e., domestic skills, community living, recreation leisure, vocational skills) throughout middle and secondary school. There may be evidence for strengthening of instruction in social skills or learning strategies. It may point to a need for more attention to support systems in post-secondary vocational school settings or university placement and/or support services.

B. STUDENT FOLLOW-UP

Initial follow-up of former graduates or dropouts should occur 12 months after the student exits school. Current research on post-school outcomes for students with disabilities indicated that a year after exiting school is when the effectiveness of prior transition planning efforts is put to test. For many students, transition supports that are arranged when the student initially leaves school tend to be maintained for about a year. After that point there is more difficulty in sustaining longitudinal support systems. The most common means of obtaining follow-up information is by phone, or via personal interviews if there is no phone in the home. The Interagency Individual



Transition Plan Exit/Follow-up Assessment provided in Appendix B offers a comprehensive means for tracking student outcomes. There is also an Exit/Follow-Up Assessment Directions Manual in Appendix D to facilitate proper completion of the follow-up forms. The interview should be conducted directly with the student or the parent or guardian. There will need to be a district procedure established regarding how this information is to be obtained and a confirmation of this plan made at the students last Interagency Individual Transition Planning meeting. The special education teachers familiarity with the student could assist in accessing and locating accurate information, or this person could facilitate it being obtained by someone at the district office level. There will need to then be a plan for compilation and analysis of the completed Exit/Follow-up assessment to allow for uses as earlier stated and for summative reporting of outcome data and comparisons with each years district and school level data.

APPENDICES

APPENDIX A	References
APPENDIX B	Forms
APPENDIX C	Interagency Individual Transition Planning Guide Directions Manual
APPENDIX D	Exit/Follow Up Assessment Directions Manual
APPENDIX E	Quality Indicators Transition Guidelines
APPENDIX F	Kentucky Executive Transition Task Force Matrix and Membership
APPENDIX G	Kentucky Colleges and Universities Support Services for Students With Disabilities

APPENDIX A

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APPENDIX B

Forms

Adapted from the Illinois
Transition Project and
Sonoma County, Texas
Transition Project.

Parent/Guardian Survey for Transition Planning

Student Name: _____ **Date of Birth:** _____

Address: _____ **Phone:** _____

School: _____

Respondent's Name: _____

Address: _____ **Phone:** _____

Futures Planning

- 1. When do you plan on your son/daughter finishing high school?**
- 2. What type of employment situation do you think would be best for your son/daughter?**
- 3. What kind of support/help would be needed by your son/daughter to be employed after leaving high school?**
- 4. Would you want your son/daughter to go on to school or further training after leaving high school?**

5. If your son/daughter would want to go on to school, what would be the best situation and what help (if any) would (s)he need?
6. Where will your son/daughter live immediately after leaving school?
7. Where would you want your son/daughter to be living five years after leaving high school?
8. What type of support/help (if any) would be needed for your son/daughter to live where (s)he wants?
9. After leaving school, what types of things would your son/daughter do to have fun?
10. What kind of support/help (if any) would be needed for your son/daughter to participate in social activities after leaving school?

Transition Services

Agency Involvement

1. With what non-school or community services are you currently in contact? (Give example: Vocational Rehabilitation, Comprehensive Care Center, etc.)
2. What non-school agencies or services do you feel would be of value in transition planning with your son/daughter?

Anticipated Services Needed

1. Which of the following services are you currently in need?

- a. Employment Placement _____
- b. Income Support _____
- c. Medical Services _____
- d. Transportation _____
- e. Case Management _____
- f. Guardianship _____
- g. Other _____

2. Which of the following services do you anticipate your son/daughter to need after (s)he leaves high school?

- a. Employment Placement _____
- b. Income Support _____
- c. Medical Services _____
- d. Transportation _____
- e. Case Management _____
- f. Guardianship _____
- g. Other _____

General Information

1. What are your greatest concerns about your son/daughter's program at the present time?

2. What are your greatest concerns for your son/daughter after (s)he leaves high school?

Signature of Respondent

Date

Adapted from the Illinois
Transition Project and
Sonoma County, Texas
Transition Project

Student Transition Survey

Name: _____ **Date of Birth:** _____

School: _____ **Grade:** _____

Address: _____ **Phone:** _____

Questions for the Future?

1. When do you think you will finish high school? (If yes, describe)
2. Do you want to have a job when you finish high school? (If yes, describe)
3. Where do you want to work after you leave high school?
4. What kind of help might you need to get a job after high school?
5. Do you want to go on to school or further vocational training when you finish high school? (If yes, describe)
6. What help might you need to go on to school after high school?
7. Where do you want to live after you leave high school?

8. What would you need to live on your own after high school?
9. What do you do for fun?
10. Do you have any special hobbies?
11. How will you travel to and from your job or school?
12. How will you travel to and from community activities?
13. Do you take prescription medications or have any medical concerns? (If yes, describe)
14. How will you pay for health and medical care?
15. How much money will you need to live in the community?
16. Where will you get the money needed to live in the community?

How do you feel about your school program?

1. Are you getting vocational experiences in real work settings?
2. Are you learning to be more independent?
3. Are you participating in extra-curricular/after school activities?

4. Are you enjoying yourself and having fun?
5. Are you receiving some instruction in community-based, non-school settings? (If yes, describe)
6. Where would you like to work during the next school year to help you get the job you want?
7. What would you like to learn this year to help you succeed in later schooling such as attending a vocational technical school or community college/university?
8. What do you need to know to help you live more independently in the community?
9. What would you like to do this year to have fun and enjoy yourself more?
10. Do you need any special help?

Interviewer: _____ Date: _____

INTERAGENCY INDIVIDUAL TRANSITION PLAN IITP EXIT/FOLLOW-UP ASSESSMENT

(Use Directions Manual to Complete This Form)

This document is to be completed 12 months after the student exits school. Interviews should be conducted with the former student and/or the parent(s) or guardian(s). The interview will take about 20 minutes. The questions and choices in this document are designed so that they can be adapted to the person being interviewed. The student's name should be inserted in place of the student's name throughout the interview. In most situations, school personnel will conduct this interview. This responsibility should be discussed and confirmed at the student's last Interagency Individual Transition Planning (IITP) meeting. The comprehensive Exit/Follow-Up Assessment Directions Manual should be utilized to ensure proper completion of this information.

General Information from the Interagency Individual Transition Plan

A. Personal Identifiers:

1. Name: Last _____ First _____ 2. Sex: M F
3. DOB: Mo. _____ /Day _____ /Year _____ 4. SSN _____
5. Disability Category - (Check one): SPH [] THH [] MH [] EMH []
LD [] EBH [] PH [] HI [] VI [] OHI [] SP/L []
DB [] Other (Describe) _____
6. Ethnic Code (Check one): White [] African American [] Hispanic []
Asian [] American Indian [] Other [] _____
7. Parent or Guardian: _____ Secondary Reference: _____
Address: _____ Address: _____
Phone: _____ Phone _____

B. Exit Information:

1. Date of Public School Exit: Mo. _____ Yr. _____
2. Reason for Exit: a. graduation by diploma/certificate _____ b. dropout _____
c. aged out _____ d. other _____

C. Interview Information:

1. Date of Interview: Mo. _____ Yr. _____ 2. Interviewer: _____
3. Interviewee(s): _____

D. Marital/Family Status of Former Student:

1. Marital Status: a. single _____ b. married _____ c. divorced _____ d. engaged _____
2. Number of Children: _____

E. Follow-Up Assessment

A. Employment

1. Has person been employed at any time since school exit? yes _____ no _____ (if no, go to A10)
2. Does person currently have a job? yes _____ no _____ (if no, go to A10; if yes, describe) _____
3. How did person get current job? a. self _____ b. school _____ c. rehabilitation agency _____
d. family/friend network _____ e. other (describe) _____
4. What is the classification of person's current job? a. competitive _____
b. supported _____ c. sheltered _____ d. other _____

-))))))

8. Post-Secondary Education

- =====

C. Residential:

- _____

D. Social-Interpersonal and Recreation/Leisure:

- Figure 1**

2. Does person belong to any community groups, like a sports team or church group?
yes ____ no ____ (if yes, describe) _____
3. How many good friends does person have? a. none ____ b. one ____ c. 2-3 ____
d. 4-5 ____ e. 6 or more ____
4. How often does person attend community social events? a. daily ____ b. weekly ____
c. monthly ____ d. yearly ____ e. never ____
5. Does person have a recreation/leisure hobby? yes ____ no ____ (if yes, describe) _____
6. How often does person make purchases in the community? a. daily ____
b. weekly ____ c. monthly ____ d. yearly ____ e. never ____
7. Is any agency or service involved with person's social-interpersonal and
recreation/leisure life? yes ____ no ____ (if yes, describe) _____
8. Is person in need of any additional assistance from an agency or service to assist
with his/her social-interpersonal and recreation/leisure life? yes ____ no ____ (if
yes, describe) _____
9. How does person travel to and from community activities? _____
10. Does person need assistance to travel in the community? yes ____ no ____ (if yes,
describe needed assistance) _____
11. How satisfied is person with present social-interpersonal and recreation/leisure
life? a. very ____ b. somewhat ____ c. not very ____ d. not at all ____

E. Previous High School Experience

1. How satisfied were you with the high school program? a. very ____ b. somewhat ____
c. not very ____ d. not at all ____
2. How satisfied were you with transition planning? a. very ____ b. somewhat ____
c. not very ____ d. not at all ____
3. What were the strengths and weaknesses of the high school program? _____
4. What concerns you most about the future? _____

ments:

APPENDIX C

Interagency Individual Transition Planning Guide Directions Manual

COPY ENCLOSED IN FRONT OF NOTEBOOK

APPENDIX D

Exit/Follow Up Assessment Directions Manual

COPY ENCLOSED IN FRONT OF NOTEBOOK

APPENDIX E

Quality Indicators Transition Guidelines

KENTUCKY EXECUTIVE INTERAGENCY TRANSITION TASK
FORCE
TRANSITION QUALITY PROGRAM INDICATORS CHECKLIST

(Adapted from a similar checklist in the
"Transition Planning in Illinois:
Draft Quality Indicators")

Kentucky Executive Interagency Transition Task Force

Transition Quality Indicators

(Modified from the "Draft Quality Indicators", Illinois State Transition Plan)

Indicator:

- 1.0 Active parent/student involvement at all points in the transition process.

Implementation Guidelines

- 1.1 A parent education program is in place that provides both face-to-face and printed information on the transition process, transition resources, and the role of the family in the transition process.
- 1.2 As required by the Carl Perkins Vocational Education Act, parents are informed of the career and vocational opportunities provided by the local high school at the time that their son/daughter enters 9th grade.
- 1.3 To enable parents to participate more meaningfully in the transition process, parents should have the opportunity to complete a parent questionnaire that addresses long-range parental expectations for their son or daughter, highest priority curricular areas, and transition and post-school concerns.
- 1.4 Parents should be given the opportunity to identify the transition resources they most prefer to be made available for their son or daughter, as well as persons they would most like to have included on the transition team.
- 1.5 Parental permission must be obtained for release of information to non-school agencies involved in the transition process. Student permission for release of information must be obtained once he/she reaches the age of majority.
- 1.6 The IEP/Individual Transition Plan Meeting should be scheduled at a time in which both the parents and the student can attend, and parental and student preferences concerning transition goals and services should always be discussed. Every



effort should be made to provide the student with the opportunity to express him/herself, including the use of an augmentative communication system as needed.

- 1.7 As a part of the high school curriculum, all students should have systematically planned opportunities to consider and evaluate personal choices, long-range goals, and to develop self-advocacy skills.
 - 1.8 School staff should evaluate parental and student satisfaction with the transition process at all major points in the process.
- 2.0 Direct involvement of all relevant school staff in the transition process.

Implementation Guidelines

- 2.1 An interdisciplinary school team should be given the opportunity to participate in the transition process, including provision of input, attending the planning meetings, and developing curricular recommendations centered around individual student transition goals.
 - 2.2 School staff should evaluate the satisfaction of all participants with the transition process.
- 3.0 Direct involvement of adult and community services at least two years before school completion.

Implementation Guidelines

- 3.1 Based on input from the parents, the student, and the school staff, community agencies should be given sufficient advance notice in order to participate in the individual student transition process.
- 3.2 School staff should obtain necessary permissions to share relevant transition information with the participating community agencies.
- 3.3 Those specific community agencies, resources, or supports projected as needed for the student to attain identified post-school employment, educational, and/or community living goals should be invited to participate in the transition planning process no later than two years prior to the student's anticipated school exit.

- 4.0 Transition goals are a part of the student's IEP, starting by age 14. This is now required by the Individuals with Disabilities Education Act (PL 94-142 as amended) and represents the importance of both longitudinal planning and implementation of transition goals leading to successful community employment and living outcomes.

Implementation Guidelines

- 4.1 Parents, the student, and relevant school and community resources should all be involved in identifying transition goals and needed services.
- 4.2 Transition goals and needed services in the areas of employment, post-secondary education, and community living should be included on the relevant planning document for the student (e.g., either the IEP or the Individual Transition Plan) beginning at age 14.

- 5.0 Vocational curriculum that includes opportunity for paid, integrated employment as part of the curriculum.

Implementation Guidelines

- 5.1 As part of vocational preparation opportunities, the student has the opportunity to work in at least two paid, integrated employment sites (this can also include planned summer employment)
- 5.2 The student's satisfaction with these paid jobs should be assessed, with other job performance measures.

- 6.0 Transition planning for post-secondary education goals, if this outcome is applicable.

Implementation Guidelines

- 6.1 School staff should assess the student's and parents goals for post-secondary education for the student.
- 6.2 Secondary school experiences should be structured to reflect the student's post-secondary education goals.
- 6.3 Representatives from post-secondary education settings should be included in the transition planning process.

6.4 Support services necessary for the student should succeed in the identified post-secondary education setting should be identified as part of the transition process.

6.5 The student should enter his/her targeted post-secondary education setting upon exit from secondary school, and maintain that status at follow-up.

7.0 A curriculum that addresses community living skills.

Implementation Guidelines

7.1 School staff should conduct personal interviews with the family and the student to determine preferred community living setting(s) for the student upon school exit.

7.2 The student should receive instruction in community living skill areas corresponding to the identified community living goals.

7.3 The student should have the opportunity to participate in direct community-based instruction, including instruction in one or more of the following areas: domestic home living skills in a residential environment (e.g., personal residence, apartment, etc.); mobility skills (to both work and other frequently used community settings); and shopping skills across typical community stores.

7.4 Participants in the transition planning process should identify the expected supports that the student will require to succeed in his/her community living goals, and those supports should be carefully addressed within the transition plan.

7.5 The student should attain his/her identified community living goals upon school exit and maintain that status upon follow-up.



8.0 A curriculum that addresses leisure activities and social skills.

Implementation Guidelines

- 8.1 School staff should assess the student's preferred leisure activities and critical social/interpersonal skill targets for the student.**
- 8.2 The student should receive instruction in leisure activities and social/interpersonal skills corresponding to the identified goals in these areas. This instruction may include direct instruction in community settings.**
- 8.3 Participants in the transition planning process should identify the expected supports that the student will require to succeed in his/her social/interpersonal and recreation/leisure goals, and those supports should be carefully addressed within the transition plan.**
- 8.4 The student should attain his/her identified social/interpersonal and recreation/leisure goals upon school exit and maintain that status upon follow-up.**

9.0 Integrated educational and vocational training opportunities (both at school and in the community).

Implementation Guidelines

- 9.1 The student should receive throughout his/her secondary education career systematically planned opportunities for interactions and friendships with nonhandicapped students in all aspects of school life, including regular education and vocational classes as appropriate, noninstructional school activities and extracurricular activities.**
- 9.2 The student should have the opportunity, as part of his/her direct vocational preparation, to participate in multiple integrated community work sites. These work sites should include the opportunities to develop needed social skills and co-worker supports, and should involve direct instruction in these areas as appropriate.**



10.0 Direct instruction in natural vocational and community environments.

Implementation Guidelines

10.1 The student should have the opportunity to receive training in multiple, varied, and valued community-based work sites, including the opportunity for paid employment in at least two of those settings.

10.2 The student should have the opportunity to participate in direct community-based instruction in community living areas, including instruction in one or more of the following areas: domestic home living skills in a residential environment (e.g., personal residence, apartment, etc.); mobility skills (to both work and other frequently used community settings); and shopping skills across typical community stores.

10.3 The student should have the opportunity to receive direct instruction in the community in preferred recreation/leisure activities and in the development of social/interpersonal skills.

11.0 Transition data include follow-up of graduates and outcome studies of individual programs.

Implementation Guidelines

11.1 Achievement of transition goals in employment, post-secondary education, and community living should be assessed for each student upon school exit.

11.2 Satisfaction with the transition process should be assessed for both parents and the student at school exit.

11.3 At a minimum of one time (between 6 and 12 months following school exit), school staff should contact the student and his family to assess the student's employment (type of job, wages, etc.), post-secondary education, and community living status.

11.4 At a minimum of one time (between 6 and 12 months following school exit), school staff should contact the student and his family to assess their satisfaction with the transition process and recommendations for improvements.



11.5 School staff should tabulate on at least a yearly basis student outcome and parent/student satisfaction data on the above transition outcomes, so that specific transition programs/strategies can be compared for relative effectiveness and efficiency in achieving valued outcomes for students.

12.0 Collaborative funding of transition programs across state, regional, and local levels.

Implementation Guidelines

12.1 Key state and local transition agencies (Vocational Rehabilitation, state and local education agencies, JTPA, Vocational Education, etc.) collaboratively fund specific transition programs for school-age youth.

12.1 Outcome data as described in Indicator 11.0 is systematically maintained on all collaboratively funded state and local transition programs to determine comparative effectiveness and efficiency of collaboratively funded transition efforts.

13.0 Local transition planning teams address collaboration, and interagency agreements.

Implementation Guidelines

13.1 School staff should invite other relevant community agencies to participate in transition planning efforts, and should share relevant information regarding transition planning with those agencies.

13.2 School staff should participate on a local transition planning committee with other relevant agencies. This committee should:

- develop a transition mission statement
- share needs assessment information across agencies
- participate jointly in community awareness activities concerning transition
- develop interagency transition agreements as necessary
- develop a community transition services resource directory
- share follow-up and transition evaluation data to improve services



- 14.0 Cooperative inservice training efforts exist between school, community, and adult services.

Implementation Guidelines

- 14.1 School staff should engage in cooperative planning with community agencies regarding staff development needs for transition planning and service delivery.
- 14.2 School staff should invite other community agencies to participate in joint staff development on transition topics.
- 14.3 School staff should participate in staff development activities of other community agencies related to transition planning and service delivery.
- 14.4 School and community agencies should conduct jointly sponsored training related to transition planning and service delivery.
- 14.5 School and community agencies should continuously evaluate joint staff development activities and assess the need for further joint staff development activities related to transition.



APPENDIX F

Kentucky Executive Transition Task Force

Matrix and Membership

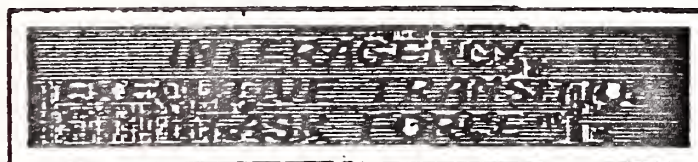




TRANSITION SERVICES MATRIX

			W		
S	C	H	O	O	L
			R		
			K		

COMMONWEALTH OF KENTUCKY



FRANKFORT, KENTUCKY



KENTUCKY TRANSITION SERVICES MATRIX

INTRODUCTION

The Kentucky Interagency Executive Transition Task Force was organized in September 1989 to enhance and expand transition opportunities statewide for youths and young adults with disabilities. The mission of the Task Force is to facilitate the work of state, regional, and local agencies as they assist young persons with disabilities moving from school to community living and employment services. The Task Force hopes to achieve this goal through interagency cooperative planning on a statewide level, information sharing, and the collaborative use of resources.

To fulfill this goal requires that the Task Force facilitate the development of close working relationships among the state, regional, and local agencies involved in transition services. The intent of these efforts is a comprehensive system of services designed to provide young persons with disabilities the opportunities to live, work, and participate in leisure activities in the community as independently as possible.

The intent of the Kentucky Transition Services Maxtrix is to summarize the transition services available from each agency within the Commonwealth and provide a directory from which teachers, professionals, students, and parents may chart individualized plans leading to a productive future.

Adapted by the Kentucky Executive Transition Task Force from Materials developed by the Minnesota State Transition Committee, 1987.



MATRIX DEFINITIONS

MUST PROVIDE - Services which federal or state statutes or regulations require an agency to provide all of its applicants or eligible students/clients.

MUST PROVIDE IF NEEDED - An agency is mandated to assure that services needed by an individual are provided. The local/regional agency may provide the services directly, purchase them, or assure that they are provided by another provider. For DB and DVR, this category applies to those services needed to reach the vocational objective within the Individualized Written Rehabilitation Plan.

MAY PROVIDE - The agency may choose to provide services in this category or they may assume a supportive or coordinative role in its provision.

NOTE: WHEN AN AGENCY IS NOT LISTED IN ANY OF THE THREE LEVELS OF SERVICE PROVISIONS, IT CAN BE ASSUMED THAT THE SERVICE IS NOT AN AGENCY FUNCTION.

NOTE: FOR ATE, SERVICE MAY NOT ALWAYS BE AVAILABLE AT ALL LOCATIONS DUE TO LIMITED RESOURCES.

KEY TO AGENCY ACRONYMS USED IN THE MATRIX

ATE - Department for Adult and Technical Education Area Vocational Technical programs administered by the State Board for Adult and Technical Education.

DB - Vocational Rehabilitation Services for persons who are blind

CAP - Client Assistance Program

DECS - Division of Exceptional Children Services

DSS - Department for Social Services of the Cabinet for Human Resources

DSVE - Division of Secondary Vocational Education

DVR - Department of Vocational Rehabilitation of the Workforce Cabinet

JTPA - Job Training Partnership Act: services are provided by local Job Training Programs

LEA - Local Education Agency

MH/MR - Agencies that deliver services to persons with mental retardation or other related conditions regulated and monitored by the Cabinet for Human Resources, Divisions of Mental Health/Mental Retardation



KENTUCKY TRANSITION MATRIX

This matrix summarizes the services available from each agency to meet the transition related needs of persons with disabilities. It can be used by state, regional, and local teams to: 1) identify resources and service gaps and 2) to plan to improve coordination of services.

The state agencies will collaborate in the coordination and administration of the delivery of services. This may include but is not limited to, technical assistance, guidelines for program and funding, monitoring, and evaluation activities. The state agencies on the matrix, with the exceptions of DVR and DB, do not provide direct services to students/clients.

The local/regional agencies can provide direct, purchased, or contracted services. Each agency has specific eligibility criteria, procedures, and/or requirements for obtaining the listed services. It is recognized that variability, duplication, or gaps in service provision can occur across the state, emphasizing the necessity for better and earlier planning.

NOTE: Before high school graduation, federal and state statutes and regulations require the Local Education Agency (LEA) to be the agency primarily responsible for providing most of the educational/vocational services. The LEA, including special education, secondary vocational education, and regular education, must assure that service is provided at no cost to the student and family. Within the matrix, joint responsibilities between secondary vocational education and special education are indicated by OEEC/SVE.

NOTE: Because of the LEA's primary responsibility to students prior to graduation, DB and DVR's level of responsibility generally is listed as "MAY PROVIDE" in service categories where after graduation they are designated as "MUST PROVIDE IF NEEDED." Clients of DB or DVR may participate in sharing the cost of services. Assessment and eligibility determination services are provided to applicants as appropriate in the DVR and DB systems. At any time during the process, if an individual does not meet one of the three eligibility criteria (see appendix, agency roles and responsibilities), the application is closed and no further services are provided. The client, however, may use the appeal process or reapply in the future.

Each agency has interpreted its level of responsibility for each service listed in the matrix.

Services	Must Provide	Must Provide If Needed	May Provide
INDIVIDUAL AGENCY OUTREACH ACTIVITIES			
1) Public Outreach/Awareness	B OEEC OSVE DSS A DSS		DC DB DVE MH/ DC DB DVR MH/
2) Student/Client Identification	B SE OSVE DSS A DSS		DC DB DVR
3) Education of Consumers	B SE DSS A DB DVR DSS	DB DVR OSVE	DC MH/MR DC OSVE MH/MR
4) Information and Referral	B SE DSS A DSS	DB DVR OSVE DB DVR OSVE	DC MH/MR DC MH/MR
ASSESSMENT ACTIVITIES			
ALL AGENCIES ARE REQUIRED TO PROVIDE CERTAIN ASSESSMENT ACTIVITIES. AGENCIES WILL HAVE DIFFERING AREAS AND/OR LEVELS OF SPECIFIC RESPONSIBILITY AS INDICATED BELOW			
1) Achievement of Functional Math/Reading/Written Expression skills	B SE A	DB DVR DSS	DB DVR DSS
2) Adaptive Behavior	B SE DSS A DSS	DB DVR	DB DVR MH/MR MH/MR
3) Assessment of General Health	B DVR DSS A DB DVR DSS		
4) Sensory	B SE DSS A DB DSS	DVR	DB DVR
5) Fine/Gross Motor	B SE DSS A DB DSS	DVR	DB DVR
6) Psychological	B SE DSS A DSS	DB DVR	DB DVR MH/MR MH/MR
7) Social/emotional (home/peer/work environment)	B SE DSS A DSS	DB DVR	DB DVR MH/MR MH/MR
8) Special (medical) examination, i.e. orthopedic, ophthalmological	B DB A DB	DSS DVR DSS	DVR
9) Speech and language	B SE DSS A DSS	DB DB DVR	DVR MH/MR MH/MR
10) Vocational assessment/comprehensive vocational diagnostic study	B DB DVR OSVE A DB DVR DSS	SE DSS	
11) Vocational evaluation	B SE A	DB DB DVR	DVR MH/MR
12) Community and Domestic Independent Living Skills	B DSS A DB DSS	DB SE	DVR DVR
INDIVIDUAL AGENCY ELIGIBILITY DETERMINATION			
1) Verification	B DB SE OSVE DSS DB DSS A		
2) Written Notice of Eligibility Determination and Client Rights	B DB DVR SE OSVE DSS A DB DVR DSS		
3) Grievance Procedures/Process	B DB DVR SE OSVE DSS A DB DVR MH/MR DSS	MH/MR	

Services	Must Provide	Must Provide If Needed	May Provide
RESPONSIBILITY FOR INDIVIDUALIZED PLANNING			
1) Interagency Involvement in Individualized Planning	B OSVE DSS A DSS	DB DVR DB DVR	SE MH/MR MH/MR
2) Selection of Vocational Goal(s)	B DB DVR OSVE A DB DVR	SE DSS DSS	MH/MR
3) Career Guidance and Counseling	B DB DVR OSVE A DB DVR	SE DSS DSS	MH/MR
4) Participation in IEP Written Development (Education)	B SE OSVE A		DSS DB DVR MH/
5) Participation in IWRP Written Development (Voc Rehab, Serv for the Blind)	B DB DVR OSVE A DB DVR		SE DSS MH/MR DSS
6) Participation in ISP/IHP Written Development (Division for persons with DD)	B DSS A DSS		DB DVR SE DB DVR MH/MR
7) Participation in EDP Written Development (JTPA)	B A		DSS DB DVR SE DSS DB DVR MH/
8) CASE MANAGEMENT	B DSS A DSS		MH/MR SE MH/MR
9) CASE COORDINATION	B DSS A DSS	DB DVR DB DVR	SE MH/MR MH/MR
PROGRAM SERVICES: VOCATIONAL			
1) Interagency Coordination of Individualized Service Delivery	B A	DB DVR OSVE DB DVR DSS	DSS SE MH?ME MH/MR
2) Career Awareness/Orientation	B OSVE A	SE DB DVR	DB DVR DSS
3) Career Exploration	B OSVE A	DB SE DB DVR	DVR DSS
4) Functional Math/Reading/Written Expression Skills for Job Training and Employment	B A	SE DB DVR DSS	OSVE
5) Financial Support for Post-secondary Education and Training	B OSVE A	DB DVR	
6) Vocational Skill Training	B A	SE OSVE DB DVR DSS	DB DVR MH/MP
7) Job Placement Services	B A	DB DVR SE DB DVR DSS	OSVE MH/VE
8) Job Retention Services			
a) Job Keeping Skills Training	B OSVE A	DB SE DSS DB DVR DSS	DVR MH/MR
b) Follow-up Services (Short-Term)	B A OSVE	DB DVR DSS DB DVR DSS	SE MH/MR
9) Supported Employment			
a) Time-limited	B A	DSS	DB DB DVR MH/MR
b) On-going	B A	DSS	MH/MR

Services	Must Provide	Must Provide If Needed	May Provide
10) Job Retraining	B A	DB DVR OSVE DSS	
11) Job Upgrade Services	B A	DSS	DB DVR
12) Job Follow-up			
a) Short-Term	B DB DVR OSVE A DB DVR		DSS MH/MR DSS
b) Ongoing (Non-Supported Employment)	B A		DB DVR DSS DB DVR
c) Data Collection	B DB OSVE A DB DVR	MH/MR MH/MR	DVR DSS DSS
13) Other Transition Related Services			
Occupational Therapy, Physical Therapy, Psycho- logical Services, Audiologi- cal Services and Communi- cation/Speech and Language Services, Adjustment & Mobility for Visually Impaired	B A	SE DSS DB DVR DSS	DB DVR MH/MR MH/MR
b) Social Work Services	B A	DSS DSS	SE MH/MR MH/MR
c) Parent Counseling and Training	B A	DB DVR SE DSS DB DVR DSS	MH/MR MH/MR
d) Health Services	B A	SE DSS DSS	DB DVR
14) Adaptive Equipment			
a) For Education (excluding Voc Ed)	B A	SE DB DVR	MH/MR DSS MH/MR DSS
b) For Job Training (includ- ing Voc Ed)	B A	OSVE DSS DB DVR DSS	DVR MH/MR
c) For Employment	B A	DB DVR DSS DB DVR DSS	MH/MR
d) For Living in the Com- munity	B A	DSS DB DSS	DB OSVE DVR MH/MR
15) Aids and Devices			
a) For Education (excluding Voc Ed)	B A	SE DB DVR	MH/MR DSS MH/MR DSS
b) For Job Training (includ- ing Voc Ed)	B A	SE OSVE DSS DB DVR DSS	DB DVR MH/MR
c) For Employment	B A	DB DVR DSS DB DVR DSS	SE MH/MR
d) For Living in the Com- munity	B A	DSS DB DSS	DB OSVE DVR MH/MR
16) Auxiliary Aids/Support Per- sonnel (excluding Personal Care Attendants)			
a) For Education (excluding Voc Ed)	B A	SE DB DVR	MH/MR MH/MR DSS
b) For Job Training (includ- ing Voc Ed)	B SE OSVE A	DVR DB DVR DSS	

Services	Must Provide	Must Provide If Needed	May Provide
c) For Employment	B A	SE DB DSS	DVR MH/MR
d) For Living in the Community	B A	DSS DSS	DB DVR ME/MP
Transportation			
a) For Education (excluding Voc Ed)	B SE A	DB DVR DSS	
b) For Job Training (including Voc Ed)	B A	SE DVR DSS	DVR OSVE
c) For Employment	B A	SE DB DVR	DB DVR MH/MR
d) For Living in the Community	B A	DSS DSS	DB DVR ME/MP
e) Financial Maintenance While in Job Training	B A	DSS DB DVR DSS	OSVE
PROGRAM SERVICES: INDEPENDENT LIVING			
f) Peer Counseling	B A	DSS DSS	SE OSVE DB DVR DB DVR ME/MP
g) Home Management, Socialization and Community Survival	B A	SE DSS DSS	DB DVR ME/MP DB DVR ME/MP
h) Recreational and Leisure	B A	SE DSS DSS	DB ME/MP DB ME/MP
i) Referrals to			
a) Transportation Services	B A	DSS DSS	DB DVR SE DB DVR ME/MP
b) Accessible Housing and Personal Care Attendants	B A	DSS DB DVR DSS	DB DVR MH/MR

'B' refers to service designation before high school graduation.

'A' refers to service designation after high school graduation.

EXECUTIVE TRANSITION TASK FORCE

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Rodney Kelly.....Director.....564-3472

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Division of Exceptional Children Services

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Karan Sullivan.....Branch Manager, State Programs Branch
Division for Training & Employment
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Disabilities Planning Council.....564-7842
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Academic Programs.....564-3553

*NOTE: Auxiliary/Support Personnel

APPENDIX G

KENTUCKY COLLEGES AND UNIVERSITIES SUPPORT SERVICES FOR STUDENTS WITH DISABILITIES



UNIVERSITY OF KENTUCKY COMMUNITY COLLEGES SERVICES FOR STUDENTS WITH DISABILITIES

ASHLAND COMMUNITY COLLEGE
1400 College Drive
Ashland, KY 41101
Marie Brake, Coordinator
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ELIZABETHTOWN COMMUNITY COLLEGE
College Street Road
Elizabethtown, KY 42701
Ron Thomas, Coordinator
(502) 769-2371

HAZARD COMMUNITY COLLEGE
Hazard, KY 41701
Doug Fraley, Dean of
Student Affairs
(606) 436-5721

HENDERSON COMMUNITY COLLEGE
2660 South Green Street
Henderson, KY 42420
Larry Tutt, Coordinator
(502) 827-1867

HOPKINSVILLE COMMUNITY COLLEGE
P O Box 2100
Hopkinsville, KY 42240-2697
Beverly Latham, Coordinator
(502) 886-3921/ext. 125

JEFFERSON COMMUNITY COLLEGE
Box 1036, 109 East Broadway
Louisville, KY 40202
Sally Spurs/Allen Stunburg
(502) 584-0181

**JEFFERSON COMMUNITY COLLEGE
SOUTHWEST**
1000 Community College Drive
Louisville, KY 40272
Ben Nankivell, Counselor
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LEXINGTON COMMUNITY COLLEGE
103 Oswald Building
University of Kentucky
Lexington, KY 40506-0235
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MADISONVILLE COMMUNITY COLLEGE
University Drive
Madisonville, KY 42431
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MAYSVILLE COMMUNITY COLLEGE
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Maysville, KY 41056
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OWENSBORO COMMUNITY COLLEGE
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Owensboro, KY 42301
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PADUCAH COMMUNITY COLLEGE
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Alben Barkley Drive
Paducah, KY 42002-7380
Gail Ridgeway, Counselor
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PRESTONSBURG COMMUNITY COLLEGE
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Prestonsburg, KY 41653
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SOMERSET COMMUNITY COLLEGE
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Somerset, KY 42501
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SOUTHEAST COMMUNITY COLLEGE
College Drive
Cumberland, KY 40823
James Blair, Coordinator
(606) 589-2145

KENTUCKY COLLEGES AND UNIVERSITIES

SUPPORT SERVICES FOR STUDENTS WITH DISABILITIES

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Pippa Passes, KY 41844
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CUMBERLAND COLLEGE

Williamsburg, KY 40769
Dr. Michael Colegrove, Dean of
Student Services
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ASBURY COLLEGE

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Wilmore, KY 40390
Don Mason, Dean of Students
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GEORGETOWN COLLEGE

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Georgetown, KY 40324-1696
Carolyn Hale, Dean of
Student Life
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BELLARMINE COLLEGE

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Louisville, KY 40205
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Admissions and Education Service
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KENTUCKY CHRISTIAN COLLEGE

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Grayson, KY 41143-1199
Randy Kirk, Dean of Students
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BEREA COLLEGE

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Virgil Burnside, Counselor
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KENTUCKY STATE UNIVERSITY

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BRESCIA COLLEGE

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Owensboro, KY 42301
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KENTUCKY WESLEYAN COLLEGE

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Owensboro, KY 42302-1039
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CAMPBELLSVILLE COLLEGE

Campbellsville, KY 42718
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LEES COLLEGE

Jackson, KY 41339
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CENTRE COLLEGE

Danville, KY 40422
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LINDSEY WILSON COLLEGE

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Columbia, KY 42728
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MIDWAY COLLEGE

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MOREHEAD STATE UNIVERSITY

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MURRAY STATE UNIVERSITY

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NORTHERN KENTUCKY UNIVERSITY

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PIKEVILLE COLLEGE

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SAINT CATHARINE COLLEGE

Saint Catharine, KY 40061
Sr. Janet Pohlmeier, Assistant
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SPALDING UNIVERSITY

851 S. Fourth Street
Louisville, KY 40203
Jennifer Monbeck, Coordinator
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SUE BENNETT COLLEGE

101 College Street
London, KY 40741
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THOMAS MORE COLLEGE

Crestview Hills, KY 41017
Laura Koehl, Director
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TRANSYLVANIA UNIVERSITY

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UNION COLLEGE

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Barbourville, KY 40906
Ed deRossett, Dean of Students
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UNIVERSITY OF KENTUCKY

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**KENTUCKY
INTERAGENCY INDIVIDUAL
TRANSITION PLAN
EXIT/FOLLOW-UP
ASSESSMENT GUIDE**

DIRECTIONS MANUAL



I. GENERAL INFORMATION

Before contacting former students and/or their parent(s)/guardian(s), fill out the General Information section, Parts A, B, and C of the Exit/Follow-Up Assessment. This section includes four sub-sections, i.e., Personal Identifiers, Exit Information, Interview Information, and Marital/Family Status. The interviewer should attempt to contact the former student directly. If the former student is unavailable or unable to respond to the questions, his/her parent and/or guardian should be contacted. Directions relevant to items within each sub-section are provided below.

A. PERSONAL IDENTIFIERS: (From IITP)

The Personal Identifier information (Part A) should be taken directly from the first page of the IITP.

B. EXIT INFORMATION:

Information in this section should be filled in from school records prior to the actual interview.

1. DATE OF PUBLIC SCHOOL EXIT

In the two spaces provided, using only numbers, enter the month (01-12) and year the student exited school.

2. REASON FOR EXIT

Check (✓) the category that best describes the reason for exit. Check only one. If the "other" category is selected, briefly describe the reason in the space provided.

C. INTERVIEW INFORMATION:

1. DATE OF INTERVIEW

In the three spaces provided, enter the date of the interview.

2. INTERVIEWER

Print the interviewer's (your) first and last name in the space provided.

3. INTERVIEWEE(s)

Print the name(s) of the person(s) interviewed and identify the relationship to the former student (i.e., former student, mother, father, grandmother, etc.)

D. MARITAL FAMILY STATUS OF FORMER STUDENT:

1. MARITAL STATUS

Check (✓) the category or categories that describe(s) the person's marital status. If more than one category applies, write-in an explanatory note.

2. NUMBER OF CHILDREN

Identify the number of children that the person has.



II. FOLLOW-UP ASSESSMENT

This section is to be completed 12 months after the student exits school. Interviews may be in person or by phone. Interviews should be with former student and his/her parent(s) or guardian(s). If the former student is available and capable of responding to the interview questions, he/she should be the primary respondent. Otherwise the parent or guardian should be interviewed. The interview will take about 15-20 minutes to complete. The questions and choices in this section are designed so that they can be read to the person being interviewed. The student's name should be used in place of the word person throughout the interview. When contacting the former student and/or the parent(s)/guardian(s), be sure to introduce yourself, telling them your name and position. Explain the purpose of the interview and the length of time it will take (about 15-20 minutes). Mention that the information will be kept confidential. If they do not have time, make arrangements to interview them at a later date.

A. EMPLOYMENT:

1. HAS PERSON BEEN
EMPLOYED AT ANY TIME
SINCE SCHOOL EXIT?

If the person has been employed at any time since leaving school, check () "yes"; otherwise check "no" and skip to question A10.

2. DOES PERSON CURRENTLY
HAVE A JOB?

If the person currently has a job, make a check in the space next to "yes" and describe the job in the space provided. Otherwise, check "no" and skip to question A-10.

3. HOW DID PERSON GET
CURRENT JOB?

Check (✓) the primary source that assisted in attaining his/her current job.

4. WHAT IS THE
CLASSIFICATION OF
PERSON'S CURRENT JOB?

Classify the person's job as:

- a. Competitive - Employment at minimum wage or better in an integrated site with no ongoing human services support needs.
- b. Supported - Paid employment in an integrated work setting with ongoing support.
- c. Sheltered - Employment in a segregated work setting with pay that is usually less than minimum wage.
- d. Other - If none of these classifications fits the person's job situation describe in the space provided.



5. HOW LONG HAS PERSON
HAD THIS JOB?

Approximate the number of months the person has been employed in this job to the nearest whole month. If the person has had this job less than two weeks write-in 1/2 Month.

6. HOW MANY HOURS PER
WEEK DOES PERSON WORK?

Write-in the number of hours the person currently works per week. If the number of hours fluctuates, write in the average number of hours/week the person has worked in the last month.

7. WHAT IS PERSON'S PAY
PER HOUR FOR THIS WORK?

Approximate the person's pay per hour in the space provided.

8. HOW SATISFIED IS PERSON
WITH THIS JOB?

The interviewer should attempt to ask the individual this question directly. However, if the individual is not available, the parent(s)/guardian(s) opinion regarding the person's job satisfaction. Place a check next to answer that best describes the person's job satisfaction.

9. IF PERSON IS EMPLOYED,
IS ANY AGENCY OR
SERVICE INVOLVED AT
THIS TIME?

If the person is employed and is a consumer, client, or recipient of a job related service, place a check next to "yes" and describe this involvement in the space provided. If no job related service is involved with the individual, check "no".

10. IS PERSON IN NEED OF
ADDITIONAL EMPLOYMENT
ASSISTANCE FROM AN
ADULT AGENCY OR SERVICE?

If the person is in need of job related services that go beyond what he/she is currently receiving, place a check next to "yes" and briefly describe the service in the space provided. Otherwise, place a check next to "no".

11. AMOUNT OF TIME
UNEMPLOYED SINCE SCHOOL
EXIT?

Determine the amount of time unemployed since school exit by subtracting the total months employed from the number of months between school exit and the interview.

12. REASON FOR UNEMPLOYMENT?

Ask the interviewee to identify the primary reason that the person is unemployed. If multiple reasons are given, please list in order of importance as described by the interviewee.



**13. IS PERSON RECEIVING
GOVERNMENT BENEFITS?**

The interviewee should be asked if the person is receiving any benefits that augment his/her income and/or defray living expenses. The source of this assistance should be identified. Multiple sources of assistance may be common and should be recorded.

**14. HAS WORKING AFFECTED
BENEFITS?**

If employment has resulted in changes in previously received benefits, the specific benefits that have been adjusted should be identified and/or described. Multiple entries may be appropriate.

B. POST-SECONDARY EDUCATION:

1. IS PERSON RECEIVING ANY POST-HIGH SCHOOL EDUCATIONAL SERVICES?

If the person is currently receiving post-high school educational services, place a check in the space next to "yes". Otherwise, check "no" and skip to question B5.

2. WHERE IS PERSON RECEIVING THESE EDUCATIONAL SERVICES?

If the person is receiving post-high school educational services, place a check (✓) in the space next to the choice that best describes where these services are delivered. Use the "other" category to describe locations of services that are not covered adequately in the provided descriptions.

3. IF PERSON IS INVOLVED IN POST-SECONDARY EDUCATIONAL SERVICES, DOES PERSON RECEIVE ASSISTANCE FROM ANY AGENCY OR SUPPORT SERVICE?

If the person is receiving post-high school educational services, place a check next to "yes" and briefly describe the service in the space provided. Otherwise place a check (✓) next to "no".

4. HOW SATISFIED IS PERSON WITH THESE EDUCATIONAL SERVICES?

The interviewers should attempt to ask this question directly to the former student. However, if the individual is not available, the parent(s)/guardian(s) should be asked their opinion regarding the person's satisfaction with post-secondary education. Place a check (✓) next to the answer that best describes the person's educational satisfaction.

5. IS PERSON IN NEED OF ADDITIONAL POST-SECONDARY EDUCATIONAL SERVICES?

If the person is in need of post-high school educational services over and above what he/she is currently receiving, place a check next to "yes" and briefly describe in the space provided. Otherwise, place a check next to "no".



C. RESIDENTIAL

1. WHERE DOES PERSON LIVE NOW?

Place a check next to the choice that best describes where the person is currently living. If the person is living in a place other than those listed, briefly describe within the "other" category. If person is not living with parents/guardians, skip to C3.

2. IF PERSON LIVES AT HOME, HOW LIKELY WILL PERSON EVENTUALLY LIVE AWAY FROM HOME?

If person lives at home (i.e. with parents or relatives), place a check next to the choice that best describes the likelihood that the person will eventually live away from home.

3. DO YOU SEE THIS PERSON'S RESIDENTIAL SITUATION CHANGING IN THE NEXT FIVE YEARS?

Indicate "yes" if it is likely that the person will change residential situations (e.g. from living at home to living on own or from living in a large residential facility to living in a small group home) in the next five years. If the person's residential situation is unlikely to change, check "no".

4. DESCRIBE THE RESIDENTIAL ARRANGEMENT THAT YOU ANTICIPATE FOR THIS INDIVIDUAL IN THE FUTURE.

In the space provided, briefly describe the residential situation anticipated for the person in the next 5 to 10 years.

5. HOW SATISFIED IS PERSON WITH CURRENT RESIDENTIAL SITUATION?

Interviewers should request to speak directly with the former student to ask the satisfaction questions. However, if the individual is not available, the parent(s)/guardian(s) may give their opinion regarding the person's satisfaction. Place a check next to the answer that best describes the person's residential satisfaction.

6. IS ANY AGENCY OR SERVICE INVOLVED WITH PERSON'S RESIDENTIAL SITUATION AT THIS TIME?

If the person receives services from an agency or other support service, place a check next to "yes" and briefly describe the service in the space provided. Otherwise, place a check next to "no".

7. IS PERSON IN NEED OF
ADDITIONAL RESIDENTIAL
ASSISTANCE FROM AN
AGENCY OR SERVICE?

If the person or parent/guardian
needs assistance in order to improve
or maintain the person's residential
situation, place a check (✓) next to
"yes" and briefly describe the
service needed in the space
provided. Otherwise, place a check
(✓) next to "no".

D. SOCIAL-INTERPERSONAL AND RECREATION/LEISURE:

1. HOW FREQUENTLY DOES PERSON GET TOGETHER WITH FRIENDS?

Friends include individuals outside of the person's immediate family and others who are not paid to interact with the person. Select the frequency of social interaction that most closely describes a typical week.

2. DOES PERSON BELONG TO ANY COMMUNITY GROUPS, LIKE A SPORTS TEAM OR CHURCH GROUP?

Check "yes" if person is a member of a social group and describe in the space provided. If the person participates in multiple groups, list in order of perceived priority or importance to the individual.

3. HOW MANY GOOD FRIENDS DOES PERSON HAVE?

A good friend is someone who meets the general description used in D1, someone the person communicates with on a regular basis, and someone the person can go to for social support. Select the frequency that most closely approximates the number of good friends the person has at this time.

4. HOW OFTEN DOES PERSON ATTEND COMMUNITY SOCIAL EVENTS?

Check (✓) only one. Daily indicates that the person is actively involved and has free access to community social events on a daily basis. Weekly indicates active community involvement but somewhat limited access to community social events. Monthly indicates limited community involvement. The never category should be used for individuals who do not participate in activities outside of their immediate household.

5. DOES PERSON HAVE A RECREATION/LEISURE HOBBY?

If the person has a hobby that he/she engages in regularly during free time check (✓) "yes" and include a description of the leisure activity. Otherwise, check "no".



6. HOW OFTEN DOES
PERSON MAKE PURCHASES
IN THE COMMUNITY?

Check (✓) only one. Daily indicates that the person has active community involvement, including access to community stores on a daily basis. Weekly indicates active community involvement, but somewhat limited access to community stores or restaurants. Monthly indicates limited community involvement and restricted access to stores. Yearly indicates very limited community access. The never category should be used for individuals who do not have the opportunity to handle money and make community purchases.

7. IS ANY AGENCY OR
SERVICE INVOLVED WITH
PERSON'S SOCIAL-
INTERPERSONAL AND
RECREATION/LEISURE
LIFE?

If a community agency and/or service is involved with the individual's social-interpersonal and recreation/leisure life, check (✓) "yes" and describe this agency or service. If none is involved, check "no".

8. IS PERSON IN NEED OF
ANY ADDITIONAL
ASSISTANCE FROM AN
AGENCY OR SERVICE TO
ASSIST WITH HIS/HER
SOCIAL-INTERPERSONAL
AND RECREATION/LEISURE
LIFE?

If the person is in need of additional assistance in his/her social-interpersonal and recreational/leisure life above and beyond what he/she is already receiving, check (✓) "yes" and describe. If no additional assistance is needed, check "no".

9. HOW DOES PERSON TRAVEL
TO AND FROM COMMUNITY
ACTIVITIES?

Describe the primary means by which the person travels to and from community activities. If more than one method of transportation is used frequently, list in order of perceived importance.

10. DOES PERSON NEED
ASSISTANCE TO TRAVEL IN
THE COMMUNITY?

If the person's community mobility is dependent on others in any way, check (✓) "yes" and describe the assistance that is needed for the person to travel to and from community activities.



**11. HOW SATISFIED IS
PERSON WITH PRESENT
SOCIAL-INTERPERSONAL
AND RECREATION/LEISURE
LIFE?**

The interviewers should attempt to ask the individual this question directly. However, if the individual is not available, the parent(s)/guardian(s) should be asked their opinion regarding person's satisfaction. Place a check (✓) next to the answer that best describes the person's social-interpersonal and recreation/leisure satisfaction.

E. PREVIOUS HIGH SCHOOL EXPERIENCE:

These questions are designed to assess the general satisfaction level of former students and their families toward the person's high school curriculum and transition planning process. Respondents should be encouraged to be candid and assured of the confidentiality of information. If the former student is available and capable of responding to these questions, he/she should be the respondent. Otherwise, the parents/guardians should be asked their opinion on these issues.

1. HOW SATISFIED WERE YOU WITH THE HIGH SCHOOL PROGRAM?

Place a check (✓) next to the choice that best describes the amount of satisfaction felt. After asking the question, the degrees of satisfaction should be presented to assist the respondent in selecting the most accurate choice.

2. HOW SATISFIED WERE YOU WITH TRANSITION PLANNING?

Place a check (✓) next to the choice that best describes the amount of satisfaction felt. After asking the question, the degrees of satisfaction should be presented to assist the respondent in selecting the most accurate choice.

3. WHAT WERE THE STRENGTHS AND WEAKNESSES OF THE SCHOOL PROGRAM?

In the space provided, briefly describe perceived strengths and weaknesses of the high school program.

4. WHAT CONCERNS YOU MOST ABOUT THE FUTURE?

Allow for an open ended response. If some structure is required, ask the respondent to comment on each of the outcome related areas (A-D).

COMMENTS:

Use this space to report information that you feel is important to more fully understand the person's present status and need for future services.

CONCLUSION

The IITP was designed to be used for multiple purposes. Specifically, these include individual planning, community needs assessment, and statewide systems analysis. Potential uses of the IITP for these multiple purposes are reviewed below:

- 1) **INDIVIDUAL PLANNING:** The four year format of the IITP provides a quick reference point for making longitudinal planning decisions. Consumer, school, and non-school participation in transition planning is documented and tracked across years. Specific post-school outcomes are identified several years prior to a student's public school exit and are used to prioritize curriculum and community service decisions. Finally, the follow-up assessment emphasizes the personal accountability of individualized transition planning as a mechanism to enhance the quality of life experienced by adults with disabilities.
- 2) **COMMUNITY NEEDS ASSESSMENT:** The response format of the IITP lends itself nicely to community needs assessment purposes. Specifically, transition planning participation can be analyzed to identify the active and inactive partners in the process. Post-school outcomes and related support service needs can be projected across years to better understand the need to develop program options. Follow-up data from multiple IITPs enable local communities to better understand whether or not they are meeting the transition needs of young adults with disabilities.
- 3) **STATEWIDE SYSTEMS ANALYSIS:** Many of the transition needs that are identified through individual planning associated with the IITP will require human service systems to be more responsive. In some situations services will need to be modified to meet transition needs and in other situations, new services will need to be developed. By quantifying the need for specific services through the accumulation of IITP data across communities in Kentucky, systems change and resource development in support of transition related outcomes become more likely.

How may contact the Office of Education for Exceptional Children, Kentucky Department of Education for additional information at (502) 564-4970.



UNIVERSITY OF KENTUCKY
DEAF-BLIND INTERVENTION PROGRAM
TRANSITIONAL FACT SHEET

Initiation Date _____ Closure date _____

DBIP Staff _____, _____

Part A (Background Information)

Student Name _____ Date of Birth _____ Sex _____

School _____ County _____ Phone _____

Teacher/s _____, _____, _____

School _____ County _____ Phone _____

Teacher/s _____, _____, _____

Responsible party/parent name _____

Address _____

Telephone (Home) _____ (Work) _____

Student address (if different from parent)

Location _____

Phone _____ Contact _____

Legal guardian-Yes _____ No _____ Name _____

If yes, full _____ partial _____ person _____ estate _____

Additional associated parties (Name, Address, Phone, Association)

1. _____

2. _____

3. _____

4. _____

Part B (Interagency Checklist)

Item	Information	Responsible Party for Initiation	Completed Task Check Off List	Date of Completion
Social Security #	_____	_____	_____	_____
SSI/Applied or Active	_____	_____	_____	_____
Medicaid/ Medicare #	_____	_____	_____	_____
Title XIX	_____	_____	_____	_____
Transportation I.D.	_____	_____	_____	_____
Office of Voc. Rehab. Referral	_____	_____	_____	_____
Dept. for the Blind Referral	_____	_____	_____	_____
MR/DD, Region # Referral	_____	_____	_____	_____
HKNC Referral	_____	_____	_____	_____
Adult Needs Survey (Name)	_____	_____	_____	_____
Functional Assessment (Name)	_____	_____	_____	_____
Res. Referral	_____	_____	_____	_____
Res. Placement	_____	_____	_____	_____
Voc. Assessment (Name)	_____	_____	_____	_____
Voc. Referral	_____	_____	_____	_____
Voc. Placement	_____	_____	_____	_____
Rec. Referral	_____	_____	_____	_____
Other	_____	_____	_____	_____
Ed. Testing	_____	_____	_____	_____

Special Provisions

Arranged

ACT/SAT

TABE

Other

Occupational
Ther.

(Eval/services arranged)

Physical Ther.

(Eval/services arranged)

Speech Ther.

(Eval/services arranged)

Orientation and
Mobility Trng.

(Eval/services arranged)

Ophthalmological
Examination

Audiological

Psychological

Medical

Other

Part C Vocational Options

Check appropriate options. (x)

Continuing Education

Competitive Employment

Supported Employment

Sheltered Employment

Work Activity

Day Habilitation

Other



List local available community-based options (name, address, phone)

1. _____ 2. _____ 3. _____

Part D Residential Options

Check appropriate options. (x)

Home with family or guardian _____

Independent _____

Supervised apartment w/limited support _____

Personal care home w/3 or fewer individuals and part-time support _____

Small group home w/4-8 individuals and 24 hr. supervision _____

Intermediate care facility (ICF/MR) _____

Skilled nursing facility (SNF) _____

Other _____ Explain _____

Local residential options (name, address, phone)

1. _____ 2. _____ 3. _____

Part E Recreational/Leisure Time Activities

Check appropriate options. (x)

Independent _____

Semi-Independent _____

Supervised w/staff ratio 1:4 _____

Supervised w/staff ratio 1:2 _____

Supervised w/staff ratio 1:1 _____



List local recreational organizations and programs available (name, address, phone)

- | | | |
|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Part F
Educational Program

General Review of Individual Educational Plan for Transitional Implementation (x)

- | | | |
|---|-----------|----------|
| 1. Integrated age-appropriate classroom | yes _____ | no _____ |
| 2. Functional communication skills emphasis | yes _____ | no _____ |
| 3. Adult living skills emphasis | yes _____ | no _____ |
| 4. Independent mobility emphasis | yes _____ | no _____ |
| 5. Vocational direction | yes _____ | no _____ |
| 6. Independent use of leisure time emphasis | yes _____ | no _____ |
| 7. Community based instruction provided | yes _____ | no _____ |

Part G
Commentary

Parental/responsible party comments and concerns regarding long term plans:

Teacher comments and concerns regarding long term plans:

DBIP staff comments and concerns prior to closure:



Part H
Closure

Placement upon exit from local education agency.

1. (Residential) (Name, address, phone, responsible party)

2. (Vocational) (Name, address, phone, contact person)

Signature, DBIP Staff

Date

KENTUCKY INTERAGENCY INDIVIDUAL TRANSITION PLANNING GUIDE

Successful transition from school to community life is the ultimate goal for all students. To meet this goal, human service providers are challenged to give quality direct services to enable persons with disabilities to become self-sufficient and active in community life.

Attending college to pursue a degree, sharing an apartment with a friend, obtaining a job, and participating in community events are options that many students take for granted. For individuals with disabilities, community integration and participation often does not occur without systematic planning and intervention.

Successful transition to post-school environments will most likely occur when planning efforts have preceded the transition. This belief is supported by the Individuals with Disabilities Education Act (IDEA:PL 101-476), which requires that "IEPs include a statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and when determined appropriate for the individual beginning at age 14 or younger)." It is also supported by The

Kentucky Legal Obligations and Standards (Legal Obligation 7.9.3.), which require the admissions and release committee (ARC) to initiate transition planning by age 16.

The IITP is a six-page planning document designed to facilitate discussion of long-range goals and to promote coordination of school and post-school individual transition services. The format of the IITP can also be useful for school and community needs assessment and statewide systems analysis.

The Interagency Individual Transition Plan (IITP) is a longitudinal planning document that is separate from, but related to the IEP. IITP Planning should be viewed as an assessment and interagency planning process. Its purpose is to assist the admissions and release committee (ARC) in determining desired post-school student outcomes as well as services needed to attain and maintain these outcomes. The IITP is developed by appropriate school staff, parents, representatives of adult and human service agencies, and the student as

designated by the ARC. The agencies responsible for providing the services and/or support to the student will be listed on the IITP in the Action Plan. Activities conducted by an agency in order to provide a particular service should be outlined in the Action Plan as well. Timelines should also be established for completion of agency responsibilities.

Interagency Individual transition planning provides the admissions and release committee transition information needed for the development of a statement of transition services as a part of the individual education program. Since some transition goals and objectives from the IITP are then to be implemented by school staff, those are incorporated into the IEP.

A partnership approach to individual transition planning is not only desired but required to provide quality transition services. The school, parents, and adult service agencies must work collaboratively to facilitate an effective transition for all students.

Dear Transition Planner,

The Interagency Individual Transition Plan (IITP) was developed by the Kentucky Executive Transition Task Force comprised of various state agencies that provide human services. It draws heavily on the work of the Illinois University Transition Project, which has used a similar format and process since 1986 in local school districts in Illinois.

The IITP is intended to assist local school districts in Kentucky to derive the information needed to comply with federal requirements of the Individual with Disabilities Act (IDEA:PL 101-476) and Kentucky Legal Obligations and Standards regarding the provision of transition planning. The content and process provided herein is only a suggested means for local school districts to fulfill state and federal mandates for transition planning.

Local school districts may adapt this material or utilize their own original means of accomplishing comprehensive and longitudinal transition planning. The potential benefit of use of this IITP format is receipt of future training and materials, developed at the state level, that are compatible with this system. In addition, computer software will be available to allow for entering of individual data and aggregation of information for local, regional, and state planning and service delivery.

The IITP is arranged for four years of sequential transition planning. For students whose planning extends beyond four years, a second IITP form may be used.

The content of the IITP is advisory in nature and not binding on the IEP process. However, local school districts will be accountable for subsequent transition goals and objectives and services incorporated into the Individual Education Program (IEP) from the IITP.

Proper use and completion of the IITP is enhanced by reference to the Kentucky Model for Individual Interagency Transition Planning and the Interagency Transition Planning Guide Directions Manual. Copies of these items may be obtained by contacting the Kentucky Department of Education; Office of Education for Exceptional Children; Capital Plaza Tower, 8th Floor; Frankfort, Kentucky, 40601; (502) 564-4970.

ITP**INTERAGENCY INDIVIDUAL TRANSITION PLAN**

(Use Directions Manual to Complete This Form.)

General Information**A. Personal Identifiers:**

1. Name: Last _____ First _____ 2. Sex: M F
 3. DOB: Mo. ____ / Day ____ / Year ____ 4. SS# ____ - ____ - ____ - ____
 5. Disability Category - (Check one): SPH ☐ TMH ☐ MH ☐ EMH ☐ LD ☐ EBD ☐
 PH ☐ HI ☐ VI ☐ OHI ☐ SP/L ☐ DB ☐ Other (Describe) _____
 6. Ethnic Code-(Check one): White ☐ African American ☐ Hispanic ☐ Asian ☐
 American Indian ☐ Other ☐
 7. Parent or Guardian: _____ Secondary Reference: _____
 Address: _____ Address: _____
 Phone: _____ Phone: _____

B. Secondary School Experience:

1. Name of School: _____ 2. School District: _____
 3. Type of School (Check one): a. Regular High School ☐ b. Special School (Public) ☐
 c. Other (Describe) _____
 4. Program Placement (R=>50% Reg. Ed.;
 S=>50% Sp. Ed): _____; _____; _____; _____
 5. D=Diploma C=Certificate/Non Diploma _____; _____; _____; _____

C. Projected Date of School Exit: Mo: _____ Year: _____

- D. Consumer, School and Non-School Participants in Transition Planning:** Slash (/) if contacted regarding transition planning (X) if involved in transition planning, and circle (X) if in attendance at formal transition plan meeting.

Date of Transition Planning Meeting

	/	/	/	/	/	/	/
1. Consumer							
a. Student.....							
b. Parent(s)/Guardian.....							
2. School (Participants name optional).....							
a. Special Education Teacher(s).....							
b. Special Education Director.....							
c. Vocational Education Teacher(s).....							
d. Vocational Education Principal.....							
e. Regular Education Teacher(s).....							
f. Regular Education Principal.....							
g. Psychologist.....							
h. Guidance Counselor.....							
i. Vocational Trainer/Job Coach.....							
j. Other (Describe).....							
3. Non-School (Participant's name optional)							
a. DVR Counselor.....							
b. JTPA Representative.....							
c. Employment Services Provider.....							
d. Community College Representative.....							
e. Comm. Living Skills Train. Prog. Rep.							
f. Residential Services Provider.....							
g. Adult Services Case Coordinator.....							
h. Other (Describe).....							

II. Desired Post-School Outcomes: (Recommended to be done in conjunction with the Parent/Guardian Transition Survey.)

	Date of Transition Planning Meeting			
	/	/	/	/
A. Employment (Check one):				
1. None Due to Expected Enrollment in Post-Secondary Education.....				
2. Competitive Employment (No Need for Support).....				
3. Competitive Employment (Time Limited Support).....				
4. Supported Employment (Infrequent Support).....				
5. Supported Employment (Daily Support).....				
6. Other (Describe)_____				
B. Post-Secondary Education or Training (Check one):				
1. None Due to Expected Post-Secondary Employment.....				
2. Community College or University (No Need for Support).....				
3. Community College or University (Needs Support).....				
4. Technical/Trade School (No Need for Support).....				
5. Technical/Trade School (Needs Support).....				
6. Adult Education Class(es) (No Need for Support).....				
7. Adult Education Class(es) (Needs Support).....				
8. Adult Education Class(es) (Special Class).....				
9. Other (Describe)_____				
C. Residential: (1) for Immediate; (2) for Long Term.				
1. With Parents or Relatives.....				
2. Independent Living (No Need for Support).....				
3. Independent Living (Time-Limited Support).....				
4. Independent Living (Ongoing, But Infrequent Support).....				
5. Independent Living (Daily Support).....				
6. Group Home Living (Supervision).....				
7. Group Home Living (Supervision and Training).....				
8. Group Home Living (Skilled Nursing).....				
9. Other (Describe)_____				

Services Provided () at Annual Review.

[illegible]

D. Recreation and Leisure (Check one):

1. No Assistance Required for Person to Participate in Community Recreation and Leisure Activities.....
2. Time-Limited Support Needed for Person to Participate in Community Recreation and Leisure Activities.....
3. Ongoing, Infrequent Support Needed for Person to Participate in Community Recreation and Leisure Activities.....
4. Ongoing, Daily Support Needed for Person to Participate in Community Recreation and Leisure Activities.....
5. Other (Describe)_____

Date of Transition Planning Meeting

/	/	/	/	/	/

Comments (Date All Entries):

NEEDED	SN Date:			Timeline			SN Date:			Timeline			SN Date:			Timeline		
	Service	Description & Responsible	Party	begin	end		Service	Description & Responsible	Party	begin	end		Service	Description & Responsible	Party	begin	end	
I. Community Skills Training	___						___						___					
J. Social Skills	___						___						___					
K. Self Advocacy Training	___						___						___					
L. Recreation/Leisure Instruction	___						___						___					
M. Post-Secondary Education Support	___						___						___					
N. Military	___						___						___					
O. Residential Services Support	___						___						___					
P. Social Support	___						___						___					

Services Provided () at Annual Review.

[illegible]

HOW TO USE THE INTERAGENCY INDIVIDUAL TRANSITION PLAN

* BRIEF DIRECTIONS

The Interagency Individual Transition Plan (IITP) consists of three basic sections as described below:

- I. GENERAL INFORMATION** - This section profiles individual student descriptors, current services, and those persons involved in the transition planning process. The three subsections are:
 - A. Personal Identifiers** - Provides basic information pertinent to background information on each student.
 - B. Secondary School Experience** - Current school information is given as well as extent of services in special education settings or regular education settings. A description is to be listed regarding present program design being for receipt of a Diploma or a Certificate of Program Completion. A very important aspect is the projection of the point at which the student will exit school. This will reveal the time available for transition planning and will be the focal point for initiation of needed post-school supports.
 - C. Consumer, School, and Non-School Participants** - This portion portrays the different roles of persons contributing to the planning process. It also offers a means of documenting their level of involvement across time. If there is no contact made, there will be no entry. Contacts that result in no response are recorded with a slash (/). Off-site discussions, phone conversations, or correspondence, are noted by an (X). Actual attendance at the transition planning meeting is documented by the (X) with a full circle (X).
- II. DESIRED POST-SCHOOL OUTCOMES** - This part of the IITP is for a projection of the individual post-school outcomes for each student. Selection of these outcomes should be guided by determination of what is needed and not by what is presently available in a particular community. This process can be facilitated by completion of the Parent/Guardian Transition Survey (available through The Office of Education for Exceptional Children). Compilation and analysis of data from IITP's can lead to identification of projected community needs and expansion or creation of services not currently available. While all parties involved may not agree on these outcomes, the consensus of the majority of the group is what should be recorded. The "Comments" section offers a place for describing a lack of needed services or minority opinions regarding the desired outcomes.
- III. ACTION PLAN: SERVICES NEEDED IN NEXT YEAR TO ATTAIN DESIRED POST-SCHOOL OUTCOMES** - After the desired post-school outcomes are identified, this section offers a listing of an array of potential services needed to attain these outcomes. For each service needed there will be an activity described to be accomplished by respective agency personnel. This includes a projected timeline for each activity. For services and activities to be undertaken by public school staff, consideration will need to be given to transition goals and objectives being formulated and incorporated into the student's Individual Education Program (IEP). In the initial years of planning, most activities will be attributed to school staff. As the student nears the point of exiting school, there will be an increasing number of services and activities to be provided through community agencies. During each annual update of the IITP, services provided the previous year should be circled as indicated on the IITP.

* *A comprehensive Interagency Individual Transition Planning Guide Directions Manual may be obtained through the Office of Education for Exceptional Children in Frankfort at (502)564-4970.*

The Interagency Individual Transition Plan (IITP) offers a vehicle for parents, school staff, and other agency personnel to collectively project post-school outcomes for individual students with disabilities and then to identify the steps to realizing these goals.

Initiation of the IITP offers a forum for consumers and professionals to create a vision of the student's life after exiting school that reflects quality of life and productive citizenship. Appropriate use of the IITP is premised on the following:

- 1. Active involvement, throughout the the transition planning process, from parents, the student, school staff, and non-school agency personnel.*
- 2. Identification of post-school outcomes that are consistent with the "adult life style goals" of the individual. This should not be limited by what is presently available in the community. In that this is a projection and defines what is preferred, time and community development can allow for creation of new options.*
- 3. Identification of the specific activities and services that need to be provided to increase the likelihood of attaining and sustaining the desired post-school outcomes.*
- 4. Obtaining the commitment of the persons involved from each agency to fulfill their part of the collaborative effort. This may entail some initial time and effort to gain the necessary support of agencies that is generated by beginning to function as a "Community Transition Planning Team."*
- 5. School district level examination of the effectiveness of the transition planning process and extent of attainment of student outcomes. Ongoing follow up of graduates and evaluation of why they may not achieve or maintain transition goals is essential to the transition success of future graduates.*

DRAFT

KENTUCKY

**INTERAGENCY INDIVIDUAL
TRANSITION PLANNING GUIDE**

Directions Manual

KENTUCKY INTERAGENCY INDIVIDUAL TRANSITION PLANNING GUIDE

Directions Manual

Successful transition from school to community life is the ultimate goal for all students. To meet this goal, human service providers are challenged to give quality direct services to enable persons with disabilities to become self-sufficient and active in community life.

Attending college to pursue a degree, sharing an apartment with a friend, obtaining a job, and participating in community events are options that many students take for granted. For individuals with disabilities, community integration and participation often does not occur without systematic planning and intervention.

Successful transition to post-school environments will most likely occur when planning efforts have preceded the transition. This belief is supported by the Individuals with Disabilities Education Act (IDEA:PL 101-476), which requires that "IEPs include a statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and when determined appropriate for the individual beginning at age 14 or younger)." It is also supported by The

Kentucky Legal Obligations and Standards (Legal Obligation 7.9.3.), which require the admissions and release committee (ARC) to initiate transition planning by age 16.

The IITP is a six-page planning document designed to facilitate discussion of long-range goals and to promote coordination of school and post-school individual transition services. The format of the IITP can also be useful for school and community needs assessment and statewide systems analysis.

The Interagency Individual Transition Plan (IITP) is a longitudinal planning document that is separate from, but related to the IEP. IITP Planning should be viewed as an assessment and interagency planning process. Its purpose is to assist the admissions and release committee (ARC) in determining desired post-school student outcomes as well as services needed to attain and maintain these outcomes. The IITP is developed by appropriate school staff, parents, representatives of adult and human service agencies, and the student as

designated by the ARC. The agencies responsible for providing the services and/or support to the student will be listed on the IITP in the Action Plan.

Activities conducted by an agency in order to provide a particular service should be outlined in the Action Plan as well. Timelines should also be established for completion of agency responsibilities.

Interagency Individual transition planning provides the admissions and release committee transition information needed for the development of a statement of transition services as a part of the individual education program. Since some transition goals and objectives from the IITP are then to be implemented by school staff, those are incorporated into the IEP.

A partnership approach to individual transition planning is not only desired but required to provide quality transition services. The school, parents, and adult service agencies must work collaboratively to facilitate an effective transition for all students.

Adapted by the Kentucky Executive Transition Task Force from materials developed by the Illinois Transition Project, 1990, Southern Illinois University.

INTERAGENCY INDIVIDUAL TRANSITION PLANNING GUIDE

The Interagency Individual Transition Planning Guide Directions Manual was adapted from similar material developed by the Illinois Transition Project at Southern Illinois University. The Kentucky Executive Transition Task Force expresses appreciation to the Illinois Transition Project Director, Dr. Paul Bates, for his technical assistance. Persons wanting further information regarding the Illinois Transition Project can contact Dr. Paul Bates at Southern Illinois University, Carbondale, Illinois 62901, (618) 453-2668.

Persons requesting additional copies of this document or other materials developed as part of the Kentucky Model for Interagency Individual Transition Planning can contact the Office of Education for Exceptional Children at 500 Mero Street, 821 Capital Plaza Tower, Frankfort, Kentucky 40601, (502) 564-4970.

The Kentucky Interagency Individual Transition Plan (IITP)

IITP

The Interagency Individual Transition Plan (IITP) should begin no later than age 16 and by age 14 when deemed appropriate. The IITP is arranged to accommodate up to four years of transition planning. For students who continue to be in school and in need of transition planning beyond four years, a second IITP form needs to be utilized to cover the duration of their time in school.

Circle 1

Circle a "1" for the first IITP for the student (designed for four years of use).

Circle 2

Circle a "2" when the second IITP form is utilized.

I. General Information

This section includes four sub-sections: A. Personal Identifiers; B. Secondary School Experience; C. Project Date of School Exit; and D. Consumer, School and Non-School Participants. Directions relevant to items within each sub-section are described below. This information provides student program identification data and planning participation information that are useful for analyzing relationships between these variables and transition related outcomes.

A. Personal Identifiers:

- | | |
|---|---|
| Item #1 (Name) | Print the student's full last and first name in the spaces provided. |
| Item #2 (Sex) | Circle Male (M) or Female (F) as appropriate. |
| Item #3 (DOB) | Identify the student's Date of Birth (DOB) according to month (01-12), day (01-31), and birth year in the last two numbers. |
| Item #4 (ID#) | Enter the student's nine digit social security number. |
| Item #5
(Disability Category) | Using Kentucky Statutes and Administrative Regulations pertaining to Exceptional Children, identify the student's <u>primary</u> disability. This should correspond with what is recorded on the student's Individual Education Program (IEP). |
| Item #6 (Ethnic Code) | Using the definitions provided on page 5, code the student's ethnicity. |
| Item #7
(Parent or Guardian and
Secondary Reference
Information) | Write-in the name of the student's parent or guardian, and an additional secondary reference that would be familiar with the residential status of the individual for the next few years. The student and his/her parent or guardian are the best sources of information regarding the secondary reference. |

Definitions of Exceptional Characteristics

Severe/Profound Mentally Handicapped (S/PMH)

The student's intellectual development, mental ability, academic achievement and adaptive behavior development are impaired to a degree that the handicap could be classified as the lower range of severe to the lowest range of profound in intensity. (KAR 1:057, Sec. 4; 300.5; KRS 157.200)

Trainable Mentally Handicapped (TMH)

The student's intellectual development, mental ability, academic achievement and adaptive behavior development are impaired to a degree that the handicap could be classified as the lower range of moderate to the higher range of severe in intensity. (KAR 1:057, Sec. 3; 300.5; KRS 157.200)

Multiple Handicapped (MH)

The student exhibits a combination of two or more disabilities producing such severe learning, developmental, or behavioral problems that appropriate services cannot be provided in special education programs designed solely for students with one disability. (KAR 1:051, Sec. 6; 300.5; KRS 157.200)

Educable Mentally Handicapped (EMH)

The student's intellectual development, mental ability academic achievement and adaptive behavior are impaired to a degree that the handicap could be classified as mild or moderate in intensity. (KAR 1:057, Sec. 2; 300.5; KRS 157.200)

Learning Disabled (LD)

The student exhibits a disorder in one or more of the basic learning processes involved in understanding or using spoken or written language which results in a severe discrepancy between the student's aptitude and achievement in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematics calculations, and/or mathematics reasoning. (KAR 1:056, Sec. 2; 300.5, 300.541; KRS 157.200)

Emotionally/Behaviorally Disabled (EBD)

The student exhibits severe deficits in social competence (i.e., adaptive functioning and social skills) and/or severe deficits in academic performance due to social-emotional problems. The student's deficits are severe when compared to peer or cultural reference groups and interfere with the student's interpersonal relationships or learning process to such an extent that specially designed instruction is required for the student to benefit from education. (KAR 1:054, Sec. 2; 300.5; KRS 157.200)

Physically Handicapped (PH)	The student exhibits a severe orthopedic disability which adversely affects their educational performance and/or requires adaptation of the physical plant. (KAR 1:053, Sec. 2; 300.5; KRS 157.200)
Hearing Impaired (HI)	The student exhibits a hearing loss ranging from mild to profound to such a degree that he/she does not use normal communication skills effectively. This loss is to such a degree that it adversely affects educational performance. This includes both hard of hearing and deaf students. (KAR 1:052, Sec. 3; 300.5; KRS 157.200)
Visually Impaired (VI)	The student exhibits a visual acuity of 20/70 in the better eye after correction and/or has a visual disability which, even with correction, adversely affects educational performance. This includes both partially sighted and blind students. (KAR 1:059, Sec. 2; 300.5; KRS 157.200)
Other Health Impaired (OHI)	The student exhibits limited strength, vitality or alertness, due to chronic or acute health problems which have an adverse affect on educational performance. (KAR 1:053, Sec. 2; 300.5; KRS 157.200)
Speech and Language Handicap (SP/L)	The student exhibits a communication disorder of language and/or speech (i.e., dysfluency, impaired articulation or a voice impairment) which adversely affects educational performance. (KAR 1:052; Sec. 2; 300.5; KRS 157.200)
Deaf/Blind (DB)	The child has concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that he/she cannot be fully accommodated in special education programs solely for deaf or blind children. Students listed as having this exceptional characteristic will be automatically included in the Deaf/Blind Registry. (KAR 1:041, Sec. 3; 300.5; KRS 156.070, 156.160)
Other	The child exhibits an educational disability not listed in the previous disability categories. A description of the disability should be written directly on the IITP to the right of this entry.

Until such time that the definitions of **autism** and **traumatic brain injury** are published in federal regulations, each of these disabilities will be delineated under **"Other"**. Please specify as appropriate either of these disabilities in the blank provided on the IITP next to **"Other"**.

Ethnic Code Definitions

White (Not Hispanic Origin)	A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
African American	A person having origins in any of the Black racial groups of Africa.
Hispanic	A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.
Asian or Pacific Islander	A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent or the Pacific Islands. The area includes, for example, China, Japan, Korea, the Philippine Islands, or Samoa.
American Indian or Alaskan Native	A person having origins in any of the original peoples of North America, who maintains cultural identification through tribal affiliation or community recognition.

B. Secondary School Experience:

These items refer to the general characteristics of the person's secondary school experience. (If Changes would occur in a person's secondary school status across years for items #1-#3, write-in these changes and date all entries. For item #4 record program placement for each year in the space above the column in which the date of the transition meeting was recorded.)

- Item #1 (Name of School) Write-in the name of school the person is attending.
- Item #2 (School District) Write-in the school district in which the student is enrolled.
- Item #3 (Type of School) Using the definitions provided below regarding type of school (a-c), check the appropriate box for students in grades 9-12.
- a. **Regular High School** - A public school in which more than half of the student population is non-disabled.
 - b. **Special School (Public)** - A public school including a majority (>50%) of students with disabilities.
 - c. **Other** - If any of the above descriptions do not accurately describe the student's school placement, provide a brief description of the student's placement, including information regarding the age and composition of students with disabilities and those without.
- Item #4 (Program Placement) Place an "R" or "S" in the appropriate space above the column in which the transition meeting was recorded. The "R" code is to indicate involvement in regular education programs for more than 50% of the school day with special education classes, resource program involvement, or therapeutic services for less than 50% of the day. The "S" code indicates involvement in special education classes or resource programs for 50% or more of the school day. If you are uncertain which code to use, briefly describe the student's program placement on the form itself.
-

**Item #5
(Diploma/Certificate)**

Place a "D" or "C" in the appropriate space above the column in which the transition meeting was recorded. The "D" code is to indicate that the student is pursuing the Standard Diploma and the "C" code indicates that the student is pursuing a Certificate of Program Completion (Non-Diploma track due to severity of cognitive disability). There is a blank provided for each year since this could change.

C. Projected Date of School Exit:

The month and year in which the person is expected to exit school should be written in the blanks provided. This date highlights the critical time frame in which transition planning must occur. Specifically, the anticipated date of public school exit provides a useful reference point for making decisions regarding transition planning participants, desired post-school outcomes, needed school services, and needed post-school supports.

**D. Consumer, School and Non-School
Participants in Transition Planning:**

In this section of the IITP, participants in the planning process are identified. A variety of people should be involved in transition planning activities. These transition planning activities may consist of brief discussions regarding post-school goals and needed services, or they may involve frequent meetings and extensive planning. It is expected that much transition planning will take place outside of a formal transition planning discussion or meeting. However, it is also expected that a formal meeting will be convened to discuss transition planning activities related to post-school goals and needed services. In most cases this meeting would be scheduled in conjunction with the student's IEP/SBARC meeting.

Coding Directions:

**Date of Transition
Planning Meeting**

The actual date of the transition planning meeting should be identified in the column in which participation is recorded. Successive meetings should be recorded in left to right order across columns. The transition meeting may be held in conjunction with the annual Admissions and Release Committee (ARC) meeting or scheduled separately.

**Participation
Documentation**

A (/), (X), and ((x)) are used to document participation in transition planning. These designations are described below. If specific parties were not contacted and not involved in transition planning, no entry should be made.

Contacted Only (/)

If specific parties were contacted regarding a student's transition planning goals and/or scheduled meeting, but these parties did not provide input, a slash (/) should be entered. This designation indicates that an attempt was made to solicit input, but for some reason no input was provided.

Involved (X)

All parties involved in discussions regarding "Desired Post-School Outcomes" and "Services Needed" for specific students should be checked (X) in the appropriate school year column. Involvement should only be checked if a specific discussion or interaction has occurred related to the student's transition goals and needed services. Involvement does not require attendance at the formal transition meeting.

Attended ((x))

Those persons who actually attend the transition planning meeting should be distinguished by circling the (X) that documents their involvement, i.e., ((x)). It is assumed that all persons in attendance at the transition discussion would be involved in transition planning.

Item #1 (Consumer)

The student and his/her parents/guardian are the most important participants in transition planning. Since transition planning should focus on lifestyle related outcomes and needed support services, the primary consumers (student and parent/guardian) should be actively involved in the planning process. This involvement could be operationalized in the following way:

- a. *Provide the student with frequent opportunities to express his/her opinion regarding program goals and objectives.*
- b. *Invite the student to attend his/her transition planning meeting.*
- c. *Formally request consumer input regarding post-school expectations. One method for requesting this input is a questionnaire (Parent/Guardian Transition Survey) that addresses the consumer's personal goals for employment, continuing education and community living.*

- d. *Formally write (letter) and personally invite the parents or guardian(s) to attend the formal transition planning meeting. This may be done by holding the transition meeting in conjunction with the annual ARC meeting.*
- e. *Schedule the transition meeting at the convenience of the student and his/her parents/ guardian(s).*

Student and/or parent/guardian participation should be documented each year by use of the (/), (X), and ((x)).

Item #2 (School)

All school representatives who have important information and/or provide services that are relevant to assisting students to attain or maintain transition related goals should be involved in transition planning. The names of individual participants should be written directly on the IITP to assist in communicating relevant information from year to year. The (/), (X), and ((x)) should be used to document participation. Participation of school personnel other than those included on the form should be described in the "Other" category and documented in the same manner.

Item #3 (Non-School)

Early in a student's secondary school experience, extensive non-school involvement may not be necessary. However, as the student enters his/her last few years of public education, it is important to involve non-school agencies or services that are required for students to attain their transition goals. As a general rule, students with more severe handicaps would benefit from greater non-school participation in transition planning for several years prior to school exit; those with more mild disabilities may only require 1-2 years of post-school involvement in transition planning.

Depending on the student's age and desired post-school outcomes and related support service needs, a variety of non-school representatives may be involved in transition planning. For example, students with mild disabilities may not require post-school representation or may only be interested in input from community college or university resources. Individuals who are in need of time-limited support services to attain expected employment outcomes may benefit from Department of Vocational Rehabilitation (DVR) input. Persons with more severe handicaps and

more intensive support service needs may require input from several employment related agencies and residential service providers. As a general rule, in the student's last two years of high school, it is imperative that non-school involvement should be sought when these services or agencies will be required for individuals to attain specific transition goals. For example, if supported employment and group home living are desired post-school outcomes for a 19 year old student labeled TMH, involvement of an employment related agency, employment services provider, case manager, and a residential services provider should be secured as part of appropriate transition planning activities. The (/), (X), and ((x)) should be used to document participation. Participation of non-school representatives other than those included on the form should be described in the "Other" category and documented in the same manner.

II. Desired Post-School Outcomes

Transition planning is an outcome oriented process. It is very important to think futuristically if desired post-school outcomes are to become realities. In this section consumers, school representatives, and post-school participants are to document their consensus opinion regarding desired post-school outcomes in employment, education, residential and recreation/leisure areas. As part of a consensus building process, the consumer's personal preferences should be given priority and weighted accordingly in deciding desired outcomes. "Personal futures planning" activities and family questionnaires are excellent means for obtaining meaningful consumer input. A Parent/Guardian Transition Survey may be obtained from the Office of Education for Exceptional Children. If consensus is not reached regarding the desired outcome, record the majority opinion and document this disagreement in the comment section of the form. If specific services are required for students to attain selected outcomes and these services are unavailable, desired outcomes should still be recorded but appropriate qualifying comments should be entered.

A. Employment Outcomes and Related Support Service Needs:

Employment Outcomes:

Based on knowledge of the individual's skill level, responsiveness to instruction, and personal goals or expectations, check () one of the employment outcomes described below. The selected outcome should reflect the desired post-school goal for that individual. Prior to entering information in this section, the date of the transition planning meeting should be entered in the appropriate column.

1. None Due to Expected Enrollment in Post-Secondary Education
2. Competitive Employment (No Need for Support)

This outcome should be selected if the student is not planning to enter the workforce immediately after high school exit due to expected enrollment in post-secondary education.

This outcome should be selected if the desired goal for the individual is community employment and there are no perceived needs for time-limited (less than 6 months) or ongoing support services to access and/or maintain employment. Specifically, this outcome should be checked if the individual is judged capable of finding and maintaining his/her own job without the assistance of school or post-school services.

**3. Competitive Employment
(Time-Limited Support)**

This outcome should be selected if the goal for the individual is community employment and there is a perceived need for time-limited (less than 6 months) support services to assist the individual in becoming employed and making initial adjustments to the employment setting. These time-limited supports may be provided by school or post-school services. Support services include options such as job-finding assistance, on-the-job training, and interpersonal skills training.

**4. Supported Employment
(Infrequent Support)**

This outcome should be selected if the goal for the individual is community employment in an integrated work setting (including non-disabled co-workers), but there is a perceived need for ongoing, infrequent support services for the individual to remain employed. These support services may include assistance in obtaining a job, on-the-job training, interpersonal skills training, co-worker and supervisor advocacy, and problem solving assistance. This option should be checked if the support services are expected to be necessary throughout the duration of a person's employment, and the frequency of assistance is less than daily. If this outcome is checked, it would also be expected that the on-the-job assistance would consist primarily of monitoring and specific problem solving rather than continuous supervision by staff members from a support agency.

**5. Supported Employment
(Daily Support)**

This outcome should be selected if the goal for the individual is community employment in an integrated work setting, but there is a perceived need for daily support throughout the duration of the person's employment for that individual to remain employed. Daily support would involve services such as job skills training, work-related skills training, job modification, co-worker and supervisor advocacy, specific problem solving, and general supervision of the worker. If this outcome is checked, it would be expected that continuous supervision may be necessary for the individual to be successfully included in a community work setting with non-disabled co-workers.

6. Other (Describe)

This outcome should be selected if none of the above options appears suitable to the unique needs and employment expectations of specific individuals. If "Other" is checked, a description should be provided. Persons completing the IITP are encouraged to use this category to

prescribe unique arrangements that may be necessary to attain/maintain community employment. If sheltered employment is a desired outcome, this option should be described in this category and an explanation provided regarding why sheltered is preferred over the integrated employment options. If the person is judged unemployable for any reason, the "Other" category should be checked and an explanation provided.

B. Post-Secondary Education or Training Outcomes and Related Support Service Needs:

Post-Secondary Education or Training Outcomes:

Based on knowledge of the individual's skill level, responsiveness to instruction, and personal goals or expectations, check () one of the post-secondary education outcomes described below. The selected outcome should reflect a desired post-school goal for that individual.

- | | |
|---|--|
| 1. None Due to Expected Post-Secondary Employment | This outcome should be selected if the student is not planning to enroll in post-secondary education due to involvement in employment. |
| 2. Community College or University
(No Need for Support) | This outcome should be selected if it is desired that the individual will pursue a course of study toward a degree and will not need any support services. |
| 3. Community College or University
(Needs Support) | This outcome should be selected if it is desired that the individual will pursue a course of study toward a degree, but will need the assistance of specialized student support services (e.g., wheel-chair repair, notetakers, tutors, tape recorders, interpreters, etc.). |
| 4. Technical/Trade School
(No Need for Support) | This outcome should be selected if it is desired that the individual will enroll in a post-secondary vocational training program and will not need any specialized support services or special programs. |
| 5. Technical/Trade School
(Needs Support) | This outcome should be selected if it is desired that the individual will enroll in a post-secondary vocational training program, but will require special support services such as wheel-chair repair, notetakers, tutors, tape recorders, interpreters, etc. |
-

-
- | | |
|---|--|
| 6. Adult Education Classes
(No Need for Support) | This outcome should be selected if it is desired that the individual will take elective course(s) for personal enrichment and will not need any support services. This coursework is not related to degree or vocational goals. |
| 7. Adult Education Classes
(Needs Support) | This outcome should be selected if it is desired that the individual will take elective course(s) for personal enrichment but will need specialized support services. This coursework is not necessarily related to degree or vocational goals. |
| 8. Adult Education Class(es)
(Special Class) | This outcome should be selected if a special class is required for the individual to take elective courses for personal enrichment. This class is not necessarily related to degree or vocational goals. |
| 9. Other (Describe) | If none of the above descriptions appear appropriate, write in a desired option and describe it on the IITP. Since many post-secondary education and training needs may not fit within the above descriptions, users are encouraged to select this option and describe more appropriate services for specific individuals. |
-

C. Residential Outcome(s) and Related Support Service Needs:

Coding Directions:

Based on knowledge of the individual's skills, responsiveness to instruction, and personal goals or desires, identify the outcome that appears most appropriate regarding a person's post-secondary residential situation.

Immediate Outcome (1)

Record a (1) for the desired residential outcome immediately following school exit. If no change is expected in the individual's future residential situation, no other entry need to be made.

Long-Term Outcome (2)

However, if the immediate post-school residential situation is desired to change within five years of school exit, a (2) should also be recorded to identify the desired long term residential outcome. Use the definitions below to assist you in making your projections.

Residential Outcomes:

- | | |
|--|---|
| 1. With Parents or Relatives | This outcome should be selected if it is desired that the individual will live with his/her parents, guardians, or other relatives. |
| 2. Independent Living
(No Need for Support) | This outcome should be selected if it is desired that the individual will move away from home and establish his/her own residence without requiring special support or assistance. |
| 3. Independent Living
(Time-Limited Support) | This outcome should be selected if it is desired that the individual will move away from home and establish his/her own residence, but will need support services from a social agency for six months or less to make a successful adjustment. |
| 4. Independent Living
(Ongoing, but Infrequent Support) | This outcome should be selected if it is desired that the individual will move away from home and establish his/her own residence, but will need ongoing support services from a social agency to assist with problems that occasionally arise in independent living situations. If this outcome is selected, it would be expected that the support services would not be needed daily, but would be required on a weekly or monthly basis. |
| 5. Independent Living
(Daily Support) | This outcome should be selected if it is desired that the individual will move away from home, but will need daily support services from a social agency to assist with meal preparation, household management, personal care, etc. If this outcome is selected, it would be expected that the daily support services would be required on an ongoing basis to assure continued community adjustment. |
| 6. Group Home Living
(Supervision) | This outcome should be selected if it is desired that the individual will reside in a group living situation that provides ongoing supervision from paid staff members. Residents in these situations would be expected to self-administer medication, perform basic self-help and survival skills, maintain a job, behave in socially appropriate ways and use community resources. Individuals for whom this option is selected may be in need of services geared toward refining budgeting, shopping, cooking, housekeeping, social skills, community integration, and independent planning for recreation activities. |

**7. Group Home Living
(Supervision and
Training)**

This outcome should be selected if it is desired that the individual will reside in a group living situation that provides ongoing supervision and training. Live-in staff would be present and provide training in housekeeping, grooming, clothing care, use of community resources, etc.

**8. Group Home Living
(Skilled Nursing)**

This outcome should be selected if it is desired that the individual will reside in a group home living situation that provides ongoing supervision, training and medical long term care in the community to meet his/her needs for the type of care and treatment required during the post-acute phase of illness or during reoccurrences of symptoms of long term illness. Examples of such needs include feeding, medication, monitoring of medications, frequent uncontrolled seizures, serious degenerative conditions, etc.

9. Other (Describe)

If none of the above descriptions adequately describe the person's residential needs and related support services, describe an option that you would like to see developed for that individual. Use the "Comments" section to provide a more in-depth description of the individualized residential situation that is desired.

**D. Recreation/Leisure Outcomes and
Related Support Service Needs:**

Based on knowledge of the individual's skills, responsiveness to instruction, and personal goals or desires, identify the outcome that appears most appropriate regarding a person's post-secondary recreation and leisure needs. The options described below reflect varying levels of support needs for an individual to participate in community recreation and leisure activities. After you have checked a particular level of support that may be required, describe the specific recreation and leisure activities that are desired within the box provided on the form. Use the definitions below to assist you in making your projections.

**Recreation and
Leisure Outcomes:**

**1. No Assistance Required
for Person to
Participate**

This outcome should be selected if the individual is capable of pursuing his/her recreation and leisure interests independent of any agency or service assistance.

**2. Time-Limited Support
for Person to
Participate**

This outcome should be selected if the individual is anticipated to require brief, time-limited assistance (less than 6 months) to participate in recreation and leisure activities of his/her choosing.

**3. Ongoing, Infrequent
Support for Person
to Participate**

This outcome should be selected if the individual is anticipated to require support services on less than every occasion to participate in recreation and leisure activities of his/her choosing.

**4. Ongoing, Frequent
Support for Person
to Participate**

This outcome should be selected if the individual is anticipated to require support services on every occasion that he/she participates in recreation and leisure activities of his/her choosing.

5. Other (Describe)

If none of the above descriptions of needed support appear appropriate, write-in desired recreation and leisure option(s) with desired levels of support. Since these outcomes involve very personal decisions, users are encouraged to select this option and describe more appropriate services for specific individuals. Personal hobbies, family sponsored recreation/leisure, community recreation (integrated), and specialized recreation (segregated) are examples of recreational/leisure activities that may be described in this category or in options #1 - #4 with varying supports available.

III. Action Plan: Services Needed in Next Year to Attain Desired Post-School Outcomes

Once the desired post-school outcomes are specified, the services needed to attain these post-school outcomes become more clear. In many cases these desired outcomes must be translated into services for attaining them. This section documents these needed services and identifies relevant timelines and responsibilities. These services may be provided by public schools, parents and/or community programs and agencies.

Coding Directions:	At the top of the appropriate column, write-in the date of the transition planning meeting. This date should correspond with the relevant column on all four pages of the IITP.
Services Needed (SN)	Based on input from transition planning participants, check () services that are judged to be needed over the next year for the student to attain and/or maintain previously identified outcomes. All services needed (SN) should be checked () in the box.
Service Description	A brief description of the needed service should be written directly in the box in which the SN () is checked. By writing specific service descriptions directly on the form, the usefulness of the IITP as an Action Plan is enhanced considerably.
Responsible Party	In most cases it is helpful to write-in the name of the responsible party or agency for assuring that the needed service is provided (e.g., parents, special education teacher, pre-vocational coordinator, rehabilitation counselor, supported employment program, etc.). If the needed services are to be included or documented in an existing program plan (e.g., Individual Education Program or Vocational Education Plan, etc.), write-in the acronym for that program plan (IEP, IVEP).
Timeline	The anticipated timeline parameters include the beginning date and ending date for a specific service. If the service is to continue throughout a particular year, a beginning date and an open-ended concluding symbol would be appropriate (i.e., 9/1/91 -).

Services Provided

Appropriate completion of the IITP requires a review of the previous year's information. As part of this review, previously identified services needed should be reviewed and circled () if they were actually provided. If these services are not circled, it is assumed that they were not provided.

A. Vocational Assessment/Evaluation:

A comprehensive vocational evaluation might include interest and aptitude testing, work sample assessments, and situational assessments. Documentation of these activities is designed to encourage involvement in this area and eliminate redundant evaluations. Examples of vocational evaluation services that should be described directly on the IITP are listed below:

Examples:

1. Interest and Aptitude Assessment

Interest and aptitude assessment may help to clarify types of work in which the student may have an interest and jobs people with similar interests have taken. The title of specific interest and/or aptitude assessment systems should be identified on the IITP.

2. Learning Styles Assessment

Learning styles assessment may help identify specific learner needs. The learning style of the student can be identified on the IITP. The title of a specific learning style assessment instrument should be identified on the IITP.

3. Work Sample Assessment

These include assessments of the student's work behavior in simulated jobs in a structured setting. This assessment requires that the students perform a sample of the skills required to complete a job. If a specific work sample system is used, it would be helpful to identify this system on the IITP.

4. Situational Assessment

Situational assessments should take place as part of the transition planning process. School and/or post-school evaluators may be used to collect this information. Situational assessments involve direct observation of the student's vocational and work related behaviors in actual community job situations. In most cases it would be appropriate to give priority to the collection of multiple situational assessments in a variety of community work settings.

5. Other (Describe)

If none of the above descriptions appears appropriate, write-in a desired vocational evaluation methodology and describe it directly on the IITP.

B. Career Counseling/Guidance:

Guidance Counselors are available in virtually all public schools. These professionals provide guidance to high school students regarding future career and/or educational opportunities. These professionals are available to the non-handicapped student population on a routine basis. It should be expected that they will become more actively involved with students who experience disabilities. The Vocational Education Act Amendments include specific language requiring Guidance Counselor participation in transition planning.

C. Career/Voc. Ed. Classes:

Some of these classes are designed to increase a person's knowledge and skills regarding the world of work. These classes are labeled "exploratory". Other vocational classes are designed to prepare students for specific jobs. They are labeled "preparatory". Generally, secondary public schools offer exploratory classes while area vocational education centers offer skill training in preparation for work.

In some cases students would be able to participate in regular vocational education classes without the need for any support services. Others may require specialized support services such as, Special/Vocational Liaison teacher and peer tutoring. In unusual circumstances, special classes for students with disabilities have been arranged. Users of the IITP should write-in the specific career area in which the classes are recommended and the level of support that may be required for the person to attain maximum benefit.

D. Community Work Experience(s):

One of the best predictors of post-school employment is the presence or absence of work experience during the high school years. If there are specific career areas or occupations that are targeted for training and work experience, these should be written directly in the appropriate box. Levels of support should also be identified.

Community work experiences refer to vocational placements away from school in employment settings that include non-handicapped co-workers. Some individuals may be placed in a community work experience without the need for support services from a school or agency. However, for other individuals to be placed in a community work experience, daily or weekly support services from a school or agency may be needed. Specific work experience that address the individual's needs in this area should be described in regard to the career area, number of hours per week, and level of required supervision.

E. Job Placement:

Based on a student's age and previous work experience, placement assistance may be needed to secure a more permanent paid job. If such placement assistance is needed, this option should be selected and the responsible party identified. A common recommendation associated with "best practice" vocational training activity is to arrange for students to be employed prior to school exit. By identifying job placement as one of the services needed in the student's last year of public school enrollment, there is a greater likelihood that post-school employment will be realized.

F. Post-Employment Support:

Time-limited and/or ongoing support may be needed for individuals to maintain employment. In a student's last year of public education, these support needs should be discussed as part of transition planning. The student's previous community work experiences should provide data

from which the need for ongoing support could be determined. If post-employment services are needed, these services should be described and the responsible party for delivering these services should be identified.

G. Academic Training:

Academic training needs include instruction in regular education curriculum offerings as part of preparation for completing one's high school diploma requirements and/or college entrance standards. Also, academic training might be identified for individuals in need of functional academics to participate more effectively in home and community activities. If this is identified as one of the services needed, descriptions should be included to clarify the programmatic implications.

H. Domestic Skills Instruction:

Domestic skills include a variety of skills related to surviving in and around the place one lives; examples include self-care, meal preparation, laundry, cleaning, etc. If instruction in this area is needed, the specific instructional priorities should be identified and responsible providers listed.

I. Community Skills Training:

Community skills (e.g., grocery shopping, budgeting, comparison shopping, travel training, etc.) are also a necessary part of adult life. When instruction is needed to improve an individual's community skills, this option should be selected. Specific skill areas and instructional support needs should be identified as appropriate.

J. Social Skills:

Social skills (job interviews, conversation, greetings, handling criticism, requesting assistance, etc.) are often learned incidentally

from the people with whom we grow up or associate. This incidental learning may be inadequate to meet all the needs of a student with disabilities. When instruction is needed to improve an individual's social skills, this option should be selected and specific priorities should be identified.

K. Self Advocacy Training:

An emerging instructional priority is the need to prepare individuals to engage in more independent problem solving. Self advocacy is a concept that has been used to describe a person's assertive social skills and human rights awareness. Self determination and consumer empowerment are other descriptors that have been used synonymously with self advocacy. This curriculum priority is consistent with the overall goals of transition planning. If this area is selected as one of the services needed, specific curriculum goals should be identified to clarify the need. Self advocacy skills enable individuals to exercise greater personal choice and control over their lives.

L. Recreation/Leisure Instruction:

Recreation and leisure skills are important parts of adult life. When instruction is needed to ensure participation in recreation and leisure activities (e.g., hobbies, video games, sports, aerobics, swimming, movies, table games, music, etc.), this option should be selected. Specific instructional priorities should be identified.

M. Post-Sec. Ed. Support:

In a student's last year of public education, transition goals related to post-secondary education need to be finalized. As part of the process, the need for specific support services should be clarified. If support services are needed to assist an individual in attaining his/her post-secondary education goal, this service should be checked and specific supports identified.

N. Military:

Many individuals with disabilities may consider entry into one of the military branches. This could lead to a desirable career path for some individuals. When students are interested in this area, specific services should be checked and specific steps need to be identified.

O. Residential Services/Support:

Desired residential goals are identified as part of a student's transition planning. If services and other supports are perceived to be needed in the next year to assist an individual with his/her residential goal(s), this category should be checked and clarified. A person's needs in this area might involve extensive agency involvement or very informal assistance. The intensity of services needed should be clarified within the box.

P. Social Support:

The importance of friendship is often overlooked as a dimension within a person's quality of life. If individuals are socially isolated within their communities, employment and independent living outcomes are somewhat irrelevant. Some individuals may require social support networks to be established. This may involve the identification of an individual or group of individuals that are available to assist the person in participating in social activities. In some communities formal social programs exist, while in other communities this is handled more informally.

Q. Family Support:

Many individuals with disabilities and their families may choose to continue living together after school exit. In some cases this may not be possible due to the need for unique family supports. These supports may be monetary, programmatic, or social in nature. If family support is needed to assist a person in reaching his/her transition goals, this category should be selected and clarified.

R. Income Support:

Income support should be selected if the individual is expected to receive or is in need of support such as SSI, SSDE, food stamps, or Medicaid. Specific income support program(s) should be identified.

S. Transportation Assistance:

Transportation refers to a person's need for assistance to travel in the community. This may refer to personal attendant care or special transit services over and above what is available through public transportation. The specific transition services needed by an individual for community travel should be described.

T. Medical Needs/Therapies:

Medical services should be selected if the individual is in need of specialized medical assistance on a frequent basis (daily or weekly). Specific descriptions of these services should be included.

U. Assistive Tech./Adaptive Devices:

Assistive technology and adaptive devices include a variety of unique arrangements that enable an individual to participate more fully in community life. These include augmentative communication devices, mobility aides, feeding adaptations, rehabilitation engineering, etc. If such technology or devices appear to be functional for assisting the individual in attaining his/her transition goals, this category should be checked () and clarified.

V. Case Management/Case Coordination:

Case Management or Case Coordination services should be selected if it is anticipated that the individual will need ongoing assistance in accessing and using community services.

W. Guardianship/Advocacy:

Guardianship/Advocacy services may be required by an individual for a variety of reasons, including: need for assistance in assuring that his/her legal rights are being protected, and need for advice regarding monetary matters.

X. Other (Describe):

*Persons completing the TPG are encouraged to use the "Other" category to describe needed services that are not included in this section. Specific descriptions of needed services not included will be very helpful in attaining a better understanding of services that more adequately meet the transition needs of all individuals. More than one "Other" service may be described in this section. If additional space is required for "Other" entries, users of the TPG might scratch through a **Services Needed** category that is not applicable and enter additional services that more adequately address the unique needs of specific students.*

Conclusion

The IITPG was designed to be used for multiple purposes. Specifically, these include individual planning, community needs assessment, and statewide systems analysis. Potential uses of the IITPG for these multiple purposes are reviewed below:

- 1) **Individual Planning:** The four year format of the IITPG provides a quick reference point for making longitudinal planning decisions. Consumer, school, and non-school participation in transition planning is documented and tracked across years. Specific post-school outcomes are identified several years prior to a student's public school exit and are used to prioritize curriculum and community service decisions. Finally, the follow-up assessment emphasizes the personal accountability of individualized transition planning as a mechanism to enhance the quality of life experienced by adults with disabilities.
- 2) **Community Needs Assessment:** The response format of the IITPG lends itself nicely to community needs assessment purposes. Specifically, transition planning participation can be analyzed to identify the active and inactive partners in the process. Post-school outcomes and related support service needs can be projected across years to better understand the need to develop program options. Follow-up data from multiple IITPGs enable local communities to better understand whether or not they are meeting the transition needs of young adults with disabilities.
- 3) **Statewide Systems Analysis:** Many of the transition needs that are identified through individual planning associated with the IITPG will require human service systems to be more responsive. In some situations services will need to be modified to meet transition needs and in other situations, new services will need to be developed. By quantifying the need for specific services through the accumulation of IITPG data across communities in Kentucky, systems change and resource development in support of transition related outcomes become more likely.



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